

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1924, No. 27

RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

COMPRISING PUBLICATIONS
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JUNE 1, 1924



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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Social hygiene—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Military and naval education—Rehabilitation of disabled—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to June 1, 1924, immediately following Bulletin, 1923, no. 54, which comprised publications received by the Bureau of Education to October 15, 1923.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

EDUCATIONAL HISTORY AND BIOGRAPHY.

Apollonio, Thornton D. Boston public schools, past and present, with some reflections on their characters and characteristics. Boston, Wright & Potter [1923] 166 p. front., plates. 8°.

Gives a bird's-eye view of what has been accomplished in the Boston school system during the past quarter of a century, describing some of the important changes that have taken place. The narrative, however, occasionally makes brief excursions into earlier periods.

Aldwell, Otis W., and Courtis, Stuart A. Then and now in education, 1845: 1923. A message of encouragement from the past to the present. Yonkers-on-Hudson, N. Y., World book company, 1924. ix, 400 p. illus., plans, facsimiles, tables, diagrs. 8°.

The material here given makes possible a comparison in efficiency between the public schools as they were 75 years ago and as they are at present.

Grizzell, Emit Duncan. Origin and development of the high school in New England before 1865. [New York, The Macmillan company, 1923] xvii, 428 p. front., plates, tables. 12°.

Thesis in education (Ph. D.)—University of Pennsylvania, Philadelphia, 1922.

According to Prof. Arthur J. Jones in the introduction, this study is a distinct contribution to the history of education. The author conclusively shows that the public high school, in New England at least, is distinctively American both in organization and purpose.

Hansen, Allen Oscar. . . . Early educational leadership in the Ohio valley; a study of educational reconstruction through the Western literary institute and college of professional teachers, 1829-1841. Bloomington, Ill., Public school publishing company [1923] 120 p. 8°. (Journal of educational research monographs, no. 5, 1923)

Haskins, Charles Homer. The rise of universities. New York, H. Holt and company, 1923. ix, 134 p. 12°. (Brown university. The Colver lectures, 1923.)

This volume contains three lectures by Prof. Haskins on the subjects of the earliest universities, the mediæval professor, and the mediæval student. They constitute a general survey of the beginnings of universities and of university life in Europe, with many quotations from the original documents of the period. At the end is a bibliographical note which will serve as a guide to those who may wish to read further in the literature of early universities.

Kandel, I. L., ed. Twenty-five years of American education; collected essays. New York, The Macmillan company, 1924. xvi, 469 p. 8°.

This volume comprises contributions from a number of former students of Prof. Paul Monroe in appreciation of his completion of 25 years of service at Teachers college, Columbia university. These essays summarize the achievements in American education during the first quarter of the 20th century.

Osuna, John Joseph. Education in Porto Rico. New York city, Teachers college, Columbia university, 1923. viii, 312 p. front. (fold. map), plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 133)

Porto Rico presents a new problem in American education, since the island has to-day an American school system with 400 years of Spanish background. This volume gives a comprehensive history of educational activities in Porto Rico from the beginning of the Spanish occupation to the present.

Parker, William Belmont. The life and public services of Justin Smith Morrill. Boston and New York, Houghton Mifflin company, 1924. 378 p. front. (port.), plates. 8°.

One chapter of this biography is devoted to the services of Senator Morrill to education in promoting the land-grant college acts.

Sanderson of Oundle. London, Chatto & Windus, 1923. vii, 366 p. front., plates. 8°.

The career and personality of F. W. Sanderson and his contributions to educational method, as headmaster of Oundle school in England, are described fully in this book, which is the composite work of a number of persons who knew the subject intimately in life.

Simons, Lao G. A Dutch text book of 1730. Mathematics teacher, 16: 340-47, October 1923.

Describes the arithmetic or the art of cyphering . . . together with a short treatise on algebra drawn up by Pieter Venema. . . New York, 1730. First book containing algebra that was printed in the American colonies. Illustrated.

Vose, Caroline E. "Placing" students in colonial days. North American review, 219: 115-22, January 1924.

Discusses the old task of "placing" each student according to social position at recitation, at Commencement, and in chapel. "Placing" was in vogue at Harvard from the beginning and later adopted by Yale at its foundation in 1700. The custom lasted until about the time of the Revolutionary war.

Wells, Guy Fred. Parish education in colonial Virginia. New York city, Teachers college, Columbia university, 1923. 3 p. l., 95 p. 8°. (Teachers college, Columbia university. Contributions to education no. 138)
Bibliography: p. 93-95.

Wells, H. G. The story of a great schoolmaster. New York, The Macmillan company, 1924. ix, 176 p. front. (port.), plates. 12°.

Describes the career and educational methods of F. W. Sanderson, late headmaster of the Oundle school in England.

Woody, Thomas. Quaker education in the colony and state of New Jersey. A source book. Philadelphia, University of Pennsylvania, The Author, 1923. xii, 408 p. front. (map), illus., facsimis., diagrs. 8°.

For the use of students of the history of education, this writer gives a rather full account of the rise and development of the Friends' schools in New Jersey, with liberal selections from the original records. Since the purpose throughout has been historical, no survey of Quaker schools of the present day is here attempted.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

National education association of the United States. Addresses and proceedings of the sixty-first annual meeting, held at Oakland-San Francisco, California, July 1-6, 1923. Vol. LXI. Washington, D. C., National education association, 1923. xii, 1068 p. illus. 8°.

This volume contains the addresses and proceedings at the general sessions of the association, and at the meetings of the National council and of the various departments. The addresses and resolutions made at the World conference on education, held in San Francisco, June 28 to July 6, under the auspices of the National education association, are published in a separate pamphlet.

Adams, John. Advancement of education in the United States of America. Journal of education and School world (London), 56: 287-39, April 1924.

A general critique of education in the United States.

Ballou, Frank W. Education in the nation's capital. School and society, 19: 539-43, May 10, 1924.

Address broadcasted from radio station WRC, Washington, D. C., March 17, 1924.

Brogden, L. C. and others. Survey of the public schools of Lenoir county. Raleigh, State superintendent of public instruction, 1924. 233 p. illus., tables. 8°. ([North Carolina. Department of education] Educational publication no. 73. Division of supervision no. 17.)

The survey staff consisted of L. C. Brogden, director, assisted by Hattie S. Parrott, J. J. Blair, W. F. Credle, and E. E. Sams.

Butterfield, Ernest W. Educational surveys. Educational review, 68: 1-5, June 1924.

Says that the popularity of surveys has declined for the following reasons: (1) The surveys have not been standardized; (2) few surveys inspire confidence; and (3) gains made by surveys are not permanent.

Campbell, Macy. Bringing up the rear in education in Iowa. Journal of rural education, 3: 162-72, December 1923.

President's address delivered before the Iowa State teachers' association, Des Moines, November 1, 1923.

Carnegie foundation for the advancement of teaching. Eighteenth annual report of the president and of the treasurer. New York city, 522 Fifth avenue, 1923. vi, 166 p. tables. 4°.

In addition to the record of official proceedings and business of the foundation, this report contains a section by President H. S. Pritchett on the teacher's responsibility for our educational integrity. He says that the need at present is for a critical examination of the subjects comprised in the school curriculum, and for such gradual transformation and simplification of the studies and of the methods as investigation may show to be wise.

Collamore, Edna A. Accessory causes of first-grade retardation. Elementary school journal, 24: 766-72, June 1924.

Conditions in Worcester (Mass.) public schools described.

Connecticut. State board of education. A survey of the schools of West Hartford, made under the direction of the Connecticut state board of education at the request and with the cooperation of the Town school committee, 1922-1923. [West Hartford, 1923] 151 p. maps, tables, diagrs. 8°.

Gamoran, Emanuel. Changing conceptions in Jewish education. In two books. New York, the Macmillan company, 1924. xiii, 239, viii, 186 p. 12°.

Book one—Jewish education in Russia and Poland. Book two—Principles of the Jewish curriculum in America.

Highsmith, J. Henry. High school progress in North Carolina. High school quarterly, 12: 97-99, January 1924.

The writer is State supervisor of high schools of North Carolina.

Hoke, K. J. and Peters, D. W. A brief study of the instruction in the white schools of Northampton county, Virginia, January, 1924. [Cape Charles, Va., C. S. Turner, printer-stationer, 1924] 26 p. incl. tables, diagrs. 8°.

Holt, Mildred and others. Mental age and school attainment of 1,007 retarded children in Massachusetts. Journal of educational psychology, 15: 297-301, May 1924.

Horton, Rouchen. A brief study of illiteracy in the United States. Peabody journal of education, 1: 108-14, September 1923.

Some facts concerning illiteracy in the United States are assembled and interpreted in this paper.

Judd, Charles H. The junior schools of San Antonio, Texas. Elementary school journal, 24: 732-41, June 1924.

Says that much of the instruction is aimed at the discovery of the pupil's aptitudes.

Kandel, I. L. The International institute of Teachers college. Teachers college record, 24: 366-73, September 1923.

About 2,000 students from other countries have been brought to this institution, and many college presidents, chancellors, deans, and administrators and teachers in important positions, have been trained here.

Lew, Timothy Tingfang. China in American school textbooks. A problem of education in international understanding and world wide brotherhood. Peking, China. The Chinese social and political science association, 1923. vi, 154 p. 8°.

Special supplement of the Chinese social and political science review, July, 1923, with an introduction by P. P. Claxton.

McAndrew, William. Planning the upkeep. World's work, 47: 308-19, 425-35, 552-61, 666-76, 48: 69-77, January-May 1924. illus.

Fifth to ninth papers inclusive in a series dealing with schools and school methods in the United States.

MacCaughey, Vaughan. The unfair distribution of school opportunities. Educational review, 67: 130-34, March 1924.

Discusses the educational situation in California.

Manuel, Herschel T. and others. The Surface creek survey; an educational survey of school districts numbers 6, 9, 18, 22, 23, and 24 of Delta county, Colorado. [Delta, Colo.] Authorized and pub. by the boards of education of the districts surveyed, 1924. 127 p. tables, map. 8°.

Mead, Arthur B. The evolution of experimental schools. *School and society*, 18: 751-61, December 29, 1923.

The term "experimental schools" is here meant to include, 1st, schools which have made marked innovations from current practices, and 2d, schools which have been established for the conscious aim of experimentation.

Neale, Mervin G. Studies of instruction in the Austin, Minnesota, public schools. Minneapolis, Minn., 1923. x, 96 p. incl. tables, diagrs. 8°. (Bulletin of the University of Minnesota. vol. xxvi, no. 45. College of education. Educational monograph no. 2)

Newark, N. J. Board of education. Nationality and age-grade surveys in the public schools of Newark, N. J. Newark, N. J., Board of education, 1923. 45 p. incl. tables, diagrs. 8°. (On cover: Monograph no. 11)

Odell, Charles W. How much are Illinois pupils out of school? *Elementary school journal*, 24: 755-65, June 1924.

Presents data showing how many semesters the pupils in a number of Illinois school systems have been out of school. Says that a majority of the pupils who are out of school as much as a semester at a time do not make up the work on their return.

... The progress and elimination of school children in Illinois. Urbana, The University of Illinois, 1924. 76 p. 8°. (On cover: University of Illinois bulletin. vol. xxi, no. 38. Bureau of educational research. College of education. Bulletin no. 19)

Phillips, Frank M. Comparison of incomes, illiteracy, length of school session, and years of school life, by states. *American school board journal*, 68: 39, 101, June 1924.

The data selected cover the years 1918, 1919, 1920, and 1921.

Pinchot, Gifford. The schools of Pennsylvania. *School and society*, 19: 53-57, January 19, 1924.

Address by the governor of the state before the State educational association, Philadelphia, December 27, 1923.

The results of instruction in different types of elementary schools in state of Kansas. Report of a survey made for the State school code commission. 1921-22. Pittsburg, Kansas, Kansas state teachers college press [1924?] 46 p. tables, diagrs. 8°. (Kansas studies in education)

The committee which conducted the study: F. P. O'Brien, D. A. Worcester, E. N. Mendenhall. Published as a joint bulletin of the University of Kansas, State teachers college of Emporia, and State teachers college of Pittsburg.

Reynolds, Rollo G. Publicity for the public schools. *Teachers college record*, 25: 89-97, March 1924.

A description of several ways of advertising the public school so that citizens will demand better schools than they have had.

Speranza, Gino. The immigration peril: The national issue of the American public school. *World's work*, 47: 479-90, March 1924.

Vincent, Elizabeth. The Lincoln school. *New republic*, 37: 330-33, February 20, 1924.

Discusses the work of the Lincoln school of Teachers college, Columbia university, New York.

Voorhis, John R. An educational test for the ballot. *Educational review*, 67: 1-4, January 1924.

Discusses illiteracy. Gives a sample of the New York state regents' literacy test, and urges the adoption of such a test by the Federal government.

White, Arthur C. Culture for unwilling students. *Forum*, 71: 77-82, January 1924.

Contents that most students regard college as "a glorified combination of country club and vocational school." They are indifferent to culture.

FOREIGN COUNTRIES.

Allen, H. H. Student difficulties in Germany. *Educational review*, 67: 191-94, April 1924.

Describes the work of the *Studenthilfe*, a cooperative society, which aids German students in every way, from the provision of clothing, food, and shelter, to the supply of books, jobs, and vocational guidance. Hardships and sufferings of German students told.

Asker, William. The proposed reorganization of the secondary-school system of Sweden. *School review*, 31: 689-703, November 1923.

Bonner, G. H. Education and "economy." *Nineteenth century*, 95: 124-31, January 1924.

Conditions of education in England described.

Brereton, Cloudesley. The democratic element in French education. *Journal of education and School world* (London), 56: 95-98, February 1924.

Chang, Peng Chun. Education for modernization in China; a search for criteria of curriculum construction in view of the transition in national life, with special reference to secondary education. New York city, Teachers college, Columbia university, 1923. 3 p. l., 92 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 137)

"A selected bibliography on the chief conditioning circumstance of modern progress." p. [87]-92.

Diels, P. A. Reforms in Holland. *Journal of education and School world* (London), 56: 793-95, May 1924.

Educational policy of the new British government. *School and society*, 19: 288-89, March 8, 1924.

Reprinted from the London Times.

Fisher, H. A. L. Lines of advance in education. *Contemporary review*, 124: 441-47, October 1923.

An address to the Cambridge Liberal summer school, discussing recent educational progress in England.

Hill, William Bancroft. The American university at Cairo [Egypt] *Missionary review of the world*, 47: 269-76, April 1924. illus.

This institution is doing in Egypt what Robert college is doing in Constantinople, and what American university (formerly the Syrian Protestant college) is doing in Beirut.

Huddleston, Sisley. Is civilization menaced? The plight of European education. *Atlantic monthly*, 133: 265-75, February 1924.

It seems to the writer that Western civilization is in danger because education is in danger. The status of education is worst on the European continent outside of France, but bad also in the latter country. There is hope for the future, however, especially in the recognition of education as an international interest.

King, Maurice. Education in the Argentine. *Modern languages* (London), 5: 34-38, December 1923.

Kuntz, C. Education in soviet Russia. *School and society*, 19: 563-75, May 17, 1924.

Londonderry, Marquis of. Public education in northern Ireland: the new system. *Nineteenth century*, 95: 328-34, March 1924.

Describes the provisions of the new education act, which was passed by the northern parliament in June 1923.

Lowenthal, Marvin. Anti-semitism in European universities. *Nation*, 117: 547-51, November 14, 1923.

Discusses anti-semitism in the chief university centers of Austria, Czechoslovakia, and Poland.

Lupi, Dario. La riforma Gentile e la nuova anima della scuola. Roma, Milano, Mondadori [1924] 4 p. l., [11]-441 p. 2 ports. 12°.

MacInnes, C. M. The civic university and the state. *Fortnightly review*, 114: 648-57, October 1923.

Discusses the relations which should exist between the state and the university as exemplified in England.

Méras, Albert A. The "eternal controversy" in French secondary education. *Teachers college record*, 24: 426-37, November 1923.

An historical résumé of the quarrel between the classicists and the modernists.

Nunn, T. Percy. The education of the people. *Nature (London)*, 112: 692-94, 695, November 10, 1923.

A study of the trend of education; its scientific and aesthetic values; with general reference to conditions in England.

Also in *School and society*, 18: 511-20, November 3, 1923.

Perry, Arthur C., jr. The new study plan of the French elementary schools. *Educational administration and supervision*, 9: 453-64, November 1923.

Discusses the new programs, which were revised under regulations issued February 23, 1923.

Rein, Wilhelm. Reorganization of German schools. *Educational administration and supervision*, 9: 448-50, October 1923.

Summary of an address by Professor Wilhelm Rein, of the University of Jena, delivered before the Teachers' association of Upper Austria, convening at Linz, October, 1921.

Richards, S. A. The new curriculum in French secondary schools. *Journal of education and School world (London)*, 56: 87-88, February 1924.

Discusses the reaction in favor of the classics.

Schmid, M. C. Educational reforms in Austria. *Journal of education and School world (London)*, 56: 161-64, March 1924.

Secondary schools in Russia under the Bolsheviks (1917-1922). *Contemporary review*, 124: 763-67, December 1923.

Translated from the Russian. Signed: A former head-teacher.

Stratton, Clarence. The progress of education in England. *Educational review*, 67: 121-29, March 1924.

Describes the democratization of education in England, especially since the World war; the revolt against the classics and the traditional ideals of the public secondary schools; and the growth of the scientific and commercial studies.

Strong, Anna L. The new educational front in Russia. *Survey*, 51: 437-42, 484-86, February 1, 1924.

Says that pedagogical ideas in Russia are modeled more on the Dewey ideas of education than on anything else we know in America.

Thompson, Donna F. The teachers of England and self-government. *School and society*, 19: 509-13, May 3, 1924.

The National teachers' union hopes to achieve self-government by means of the Teachers' registration council, which represents the whole body of the teachers of England.

Trelles, Carlos M. Primary instruction in Cuba; a comparison between it and that of other countries. *Inter-America*, 7: 401-43, June 1924.

An address delivered in the Instituto de segunda enseñanza of Matanzas, Cuba, August 28, 1923.

Tutyshkin, Peter. Pedology at Moscow and Russian-American educational cooperation. *School and society*, 19: 40-45, January 12, 1924.

Vasconcelos, José. Educational aspirations. *Survey*, 52: 167-69, May 1, 1924.

Present status of education in Mexico.

Venables, E. M. Our public school system. *Nineteenth century*, 94: 734-44, November 1923.

Discusses and analyzes the courses of study of the public schools of England.

The Yearbook of the universities of the Empire, 1924. Ed. by W. H. Dawson and pub. for the Universities bureau of the British Empire. London, G. Bell and sons, Ltd., 1924. xii, 756 p. 12°.

EDUCATIONAL THEORY AND PRACTICE.

National society for the study of education. Twenty-third yearbook. Part I, The education of gifted children. Part II, Vocational guidance and vocational education for the industries. Bloomington, Ill., Public school publishing company, 1924. 2 v. 8°. (Edited by Guy M. Whipple, Secretary)

Contains: Pt. I.—1. Historical and introductory, G. M. Whipple, p. 1-24. 2. Methods of selecting superior or gifted children, Bird T. Baldwin, p. 25-47. 3. Problems of organization, p. 49-64. 4. Some administrative phases in the education of gifted children, L. O. Smith, p. 65-72. 5. Curriculum for the gifted, Ernest Horn, p. 73-89. 6. Curriculum for gifted children, H. O. Rugg, p. 91-121. 7. Personal and social characteristics of gifted children, Helen Davis, p. 123-44. 8. Democratic idea and the education of gifted children, H. G. Townsend, p. 145-54. 9. The physical and mental traits of gifted children, L. M. Terman, p. 155-67. 10. Education and achievements of gifted children, L. M. Terman, and J. C. DeVoss, p. 169-84. 11. Case studies of gifted children, C. W. Waddle, p. 185-207. 12. Miscellaneous experimental and statistical studies of gifted children, various authors, p. 209-388. 13. Annotated bibliography on gifted children and their education, T. S. Henry, p. 389-443. Pt. II.—Section 1. Vocational guidance, p. 3-198. Section 2. Vocational education for the industries, p. 201-435.

Allen, William H. Next steps in educational surveying. *Educational review*, 67: 78-80, February 1924.

Says that much of the surveying has seemed to paralyze the ability of small and large communities to think independently about their own school needs and services.

Barr, A. S. A plan for securing the cooperation of teachers in the improvement of instruction. *Elementary school journal*, 24: 662-72, May 1924.

Presents a plan for the conservation of instructional ideas derived from the teaching body of Detroit, Mich.

Betts, George Herbert. The mind and its education. 3d ed., rev. and enl. New York, D. Appleton and company [1923] xx, 360 p. illus. 12°.

Bode, B. H. Objectives in education. *School and society*, 18: 546-52, November 10, 1923.

To determine the social significance and purpose to be attached to education is the first task. Modification in the selection of educational materials and in methods of teaching, and reorganization along these lines in our teaching and in teacher training, furnishes our present obligation and opportunity.

Breed, Frederick S. Teaching the class and reaching the pupil. *School and society*, 18: 691-96, December 15, 1923.

Arguments against the present system of chronological classification and the use of a common curriculum for all.

A Kappa Phi Kappa address at Allegheny college, June 1923.

- Chassell, Clara F.** Some serviceable definitions of education. *Education*, 44: 308-18, January 1924.
Bibliography of graded references on p. 317-18.
- Courtis, S. A.** The factor concept in education. *School and society*, 19: 413-23, April 12, 1924. diags.
Read at the Education section of the American association for the advancement of science, Cincinnati, 1923.
- Davidson, Isobel.** Training in the right use of leisure. *Journal of rural education*, 3: 298-304, March 1924.
Discusses three questions. Is leisure the great opportunity school of mankind? If so, is it being wasted? If it is, what can established formal education do to remedy the situation?
- Dewey, John.** Culture and professionalism in education. *School and society*, 18: 421-24, October 13, 1923.
(Given at the opening exercises of Columbia university, September 1923.)
- Fenton, Norman and Howard, Lowry S.** The challenge of the private school. *Journal of educational research*, 9: 22-28, January 1924.
Discusses the relative merits and demerits of private and public schools when contrasted.
- Field, John Wesley.** The concentric method of study and teaching. *Journal of educational research*, 9: 382-89, May 1924.
The writer tried out the method as an experiment in a course in psychology in the Junior college of Kansas City, Mo.
- Finegan, Thomas E.** Education and industry. Washington, D. C., National Capital press, inc. [1924] 13 p. 8°.
Preprint from the "Educational record" for April, 1924.
- Higgins, James.** Fundamentals of pedagogy; a textbook for Catholic teachers. New York, The Macmillan company, 1923. xiv, 266 p. 12°.
- Kilpatrick, William H.** New aims in education. *World tomorrow*, 4: 310-12, October 1923.
Says the situation calls for a new vision of life and education and of the relation of education to life.
- Source book in the philosophy of education. New York, The Macmillan company, 1923. viii, 365 p. 8°. (Textbook series, ed. by P. Monroe.)
Material for supplementary reading in connection with a course in the philosophy of education is here presented, especially with the design of rendering many short and inaccessible references easy of access. The references given in this source book are classified under 22 chapter headings. Care has been taken to state all sorts of opposed views and positions, so that the student may be forced to think before he accepts.
- Clapper, Paul.** Educational aims and social progress. *American review*, 2: 190-97, March-April 1924.
- Lake, Charles H.** The stabilizing factor in education. *Chicago schools journal*, 6: 81-86, November 1923.
- Lott, Henry C.** Criticisms of education—a symposium. *American school-master*, 17: 130-43, April 1924.
Excerpts from speeches of prominent educators, editors, ministers, etc.
- Madsen, I. N.** To what extent can intelligence be made to function in educational achievement? *American school board journal*, 68: 63-65, May 1924.
Illustrated by tables.
- Minor, Ruby.** Principles of teaching practically applied. Boston, New York [etc.] Houghton Mifflin company [1924] xiii, 281 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

Neumann, Henry. Should history of education be scrapped? Educational review, 67: 16-19, January 1924.

Contents that the history of education is replete with values, and especially ethical values, which far outweigh the importance of immediate, technical efficiency.

Otto, M. C. How vs. somehow in education. School and society, 18: 696-700, December 15, 1923.

The pedagogy of Calvin and that of Rousseau are contrasted.

Rich, Stephen G. A claim for new procedures in education. Educational review, 68: 18-20, June 1924.

Urges modern testing instead of guesswork, sociological criteria for school functions instead of habit, and training in citizens' activities instead of anarchy in school.

Robinson, James Harvey. The humanizing of knowledge. New York, G. H. Doran company [1923] 119 p. 12°.

According to the author of this book, specialization places science in danger of losing touch with the ordinary man and woman. After commenting on mankind's general indifference and even hostility to scientific truth, he pleads for the democratization of scientific knowledge and urges scientists to express their discoveries and conclusions in a form which will appeal to the great mass of readers.

Should we endeavor to secure uniformity in educational terminology? School and society, 19: 134-38, February 2, 1924.

A letter by Prof. M. V. O'Shea, and a reply to it by Prof. A. Duncan Yocum.

Smith, Eugene Randolph. Education moves ahead; a survey of progressive methods. Boston, The Atlantic monthly press [1924] xiii, 145 p. front., plates. 12°.

The author of this book is president of the Progressive education association, and has had much experience in applying the educational methods which this organization advocates. Charles W. Elliot, president emeritus of Harvard university, contributes an introduction to the volume, which aims to increase the cooperation of parents, schools, and the public in the physical and moral education of the children.

Smith, Payson. Aims in American education. School and society, 19: 274-76, March 8, 1924.

An address by radio over station WMAQ.

Snedden, David. Objectives in school education: how shall their foundations be distinguished? Educational review, 67: 239-46, May 1924.

Suzzallo, Henry. Our faith in education. Philadelphia and London, J. B. Lippincott company [1924] 108 p. 12°.

Holds that the effectiveness of popular government depends upon the competency of the public school system.

Thwing, Charles Franklin. What education has the most worth? A study in educational values, conditions, methods, forces, and results. New York, The Macmillan company, 1924. x, 235 p. 8°.

Wilson, G. M. A curriculum platform. Journal of education, 98: 657-60, December 27, 1923.

"Prepared and adopted by students in Boston university, 1923 Summer session, under direction of Prof. G. M. Wilson."

Wilson, Harry B.; Kyte, George C. and Lull, Herbert G. Modern methods in teaching; a concrete consideration of the teacher's classroom problems. New York, Newark [etc.] Silver, Burdett and company [1924] v, 286 p. tables. 12°.

This manual is divided into three parts giving respectively the philosophical background of modern classroom procedure, the nature and motivation of the work in a modern socialized school, and the effective organization of teaching procedure.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

Allen, Alice B. The value of knowing the child's biography. Educational review, 66: 262-65, December 1923.

Discusses the value of knowing the child's history so as to understand better his mental requirements. Study based on investigation of 70 ninth-grade pupils in the Morrison Waite high school, Toledo, Ohio.

Baker, S. Josephine. The growing child. Boston, Little, Brown and company, 1923. ix, 230 p. front., plates. 12°.

The author of this book is director of the Bureau of child hygiene, Department of health, New York city. The volume deals with the health problems of the younger children, from two to six years of age. Because during this age period the child is particularly susceptible to many contagious diseases and to many of the more common infectious diseases, large space is devoted to a discussion of methods of controlling these diseases and caring for them at home.

Baldwin, Bird T. Mental development of children. Psychological bulletin, 20: 665-83, December 1923.

A general review of the literature of the subject that has been published during the past two years.

Bolton, Frederick Elmer. Everyday psychology for teachers. New York, Chicago [etc.] C. Scribner's sons [1923] 443 p. fold., diagr. 8°.

A new text in educational psychology, for the shaping of which the author acknowledges his particular indebtedness to the influence of three great Americans—G. Stanley Hall, William James, and John Dewey.

Cutten, George B. Inherited instincts in children. Kiwanis magazine, 9: 149-50, 192, April 1924.

Dougherty, Mary L. The relation between physical and mental development. Elementary school journal, 24: 130-34, October 1923.

A study based on psychophysical and mental tests of two children (brother and sister) in the university elementary school of the University of Chicago.

Downey, June E. The will-temperament and its testing. Yonkers-on-Hudson, N. Y., World book company, 1923. v, 339 p. diagr. 12°.

This study deals with the relatively permanent human quality which the author terms will-temperament. She believes temperament to be determined (1) by the amount of nerve energy possessed by the individual and (2) by the tendency for such energy to express itself immediately in motor reaction.

Drummond, Margaret. Some contributions to child psychology. London, E. Arnold & co., 1923. viii, 151 p. front. 12°.

Hart, Hornell Norris. . . . Progress report on a test of social attitudes and interests. Iowa City, The University, 1923. 40 p. 8°. (University of Iowa studies in child welfare. Bird T. Baldwin, ed. vol. II, no. 4)

On cover: University of Iowa studies. 1st ser. no. 69. July 1, 1923.

Kennedy-Fraser, David. The psychology of education. London, Methuen & co. ltd. [1923] viii, 201 p. diagrs. 12°.

Lander, C. H. General intelligence and mechanical ability. [n. p., 1924] p. [181]-190. diagrs. 8°.

Reprinted from the Peabody journal of education. vol. I, no. 4, January 1924.

La Rue, Daniel Wolford. The child's mind and the common branches. New York, The Macmillan company, 1924. x, 483 p. illus. 8°.

This manual of practical educational psychology views the process of teaching the common-school subjects to children as the forming of bonds in the brain, and undertakes to show how the best results may be accomplished.

McGrath, Marie Cecelia. A study of the moral development of children. [n. p., 1923] 2 p. l., 190 [1] p. illus., tables. 8°.

Bibliography: p. 186-90.

Thesis (Ph. D.)—Catholic university of America, 1923.

Reprinted from the Psychological monographs, vol. xxxii, no. 2. Whole no. 144.

Peters, C. C. and McGraw, M. B. The home and aesthetic education of children. *Journal of applied sociology*, 8: 67-83, November-December 1923.

Study based on questionnaires given to children of the seventh and eighth grades of the public schools of Sandusky, Barberton, Mount Vernon, and Fremont, Ohio. The children took the questionnaires home and filled them out with the aid of their parents.

Prescott, Daniel Alfred. . . . The determination of anatomical age in school children and its relation to mental development. Cambridge, Mass., The Graduate school of education, Harvard university, 1923. iii, 59 [1] p. illus., plates. 8°. (Harvard monographs in education, whole no. 5. Ser. 1, no. 5. Studies in educational psychology and educational measurement, ed. by W. F. Dearborn. Ser. 1, no. 5)

"Selected bibliography:" p. 54-55.

Pyle, William Henry. A laboratory manual in the psychology of learning. Baltimore, Warick & York, inc., 1923. 3 p. l., 5-161 p. incl. tables, diagrs. 8°.

Wenk, Morris. Psychology in drawing. *Engineering education*, 14: 249-56, January 1924.

Psychology in drawing as applied to engineers.

PSYCHOLOGICAL TESTS.

Arlitt, Ada and Hall, Margaret. Intelligence tests versus entrance examinations as a means of predicting success in college. *Journal of applied psychology*, 7: 330-38, December 1923.

An experiment made at Bryn Mawr college; the subjects were 305 students who entered the college in 1919, 1920, 1921.

Bishop, Omen. What is measured by intelligence tests? *Journal of educational research*, 9: 29-38, January 1924.

Burt, Cyril. Inborn abilities, acquired attainments and temperament. *Journal of education and School world* (London), 55: 727-30, November 1923.

Discusses the distribution of intelligence; acquired attainments; mental and moral tests, etc

Cattell, J. McKeen. The interpretation of intelligence tests. *Scientific monthly*, 18: 508-16, May 1924.

Says that the proper interpretation of intelligence tests consists in learning what an individual will do in a given situation, what are the conditions leading him to act as he does, how well we can predict this.

Coze, Warren W. The problem of the intelligence test? *Educational review*, 67: 73-77, February 1924.

Says that at present the accuracy of diagnosis of intelligence depends largely on the careful training and wide clinical experience of the examiner.

Dearborn, Walter F. [and others] . . . A series of form board and performance tests of intelligence. Cambridge, Mass., The Graduate school of education, Harvard university, 1923. 63 p. illus., plates, tables. 8°. (Harvard monographs in education, whole no. 4. Ser. 1, no. 4. Studies in educational psychology and educational measurement, ed. by W. F. Dearborn. ser. 1, no. 4.)

- Earle, Mary G.** The value of mental testing. Trained nurse and hospital review, 71: 310-14, October 1923.
Discusses the selecting of candidates for the nursing profession.
- Ernst, John L.** Psychological tests versus the first semester grades as a means of academic prediction. School and society, 18: 419-20, October 6, 1923.
An attempt to answer the question with respect to a single mental test, the Army alpha.
- Feingold, Gustave A.** Intelligence of the first generation of immigrant groups. Journal of educational psychology, 15: 65-82, February 1924.
Contrasts 1) racial groups. Concludes that the American public schools do constitute a very decided "melting pot."
- Freeman, Frank N.** A referendum of psychologists; a survey of opinion on the mental tests. Century magazine, 107: 237-45, December 1923.
- Gates, Arthur I. and La Salle, Jessie.** The relative predictive values of certain intelligence and educational tests together with a study of the effect of educational achievement upon intelligence test scores. Journal of educational psychology, 14: 517-39, December 1923.
Study of pupils of the Scarborough (N. Y.) public school during 1920-1922. The tests used were: the individual Stanford-Binet intelligence scale, the National (group) intelligence test, and several group tests of scholastic achievement.
- Graber, O. C.** A study of sex differences in mental development as revealed by group intelligence tests. Colorado school journal, 39: 25-30, March 1924.
- tables, charts.
- Hagood, Louis K.** The value of intelligence tests to high school teachers. South Carolina education, 5: 15-18, December 15, 1923.
- Read before the Primary teachers' department, State teachers' association, 1923.
- Hawkes, H. E.** Examinations and mental tests. Educational record, 5: 28-39, January 1924.
Address before the Association of American universities, Charlottesville, Va., November 9, 1923.
- Herring, John P.** Herring revision of the Binet-Simon tests. Journal of educational psychology, 15: 172-79, March 1924.
- Husband, Richard Wellington.** Psychological tests and rating scales. School and society, 19: 443-50, April 19, 1924.
Report of the Commission on psychological tests and rating scales, read before the Association of American colleges, New York city, January 11, 1924.
- Kenney, Elizabeth.** Intelligence tests at work. Journal of educational method, 3: 147-52, December 1923. diagr.
- James, Benjamin B.** The modern test. School and society, 19: 200-13, February 23, 1924.
A discussion of the progress made in administering tests.
- Jordan, A. M.** The validation of intelligence tests. Journal of educational psychology, 14: 414-28, October 1923.
Continued from the September issue.
Contains a valuable bibliography on Correlations, on pages 425-28.
- Laird, Donald A.** The status of mental testing in colleges and universities in the United States. School and society, 18: 594-600, November 17, 1923.
A comprehensive article on the subject, discussing the following points: I, The extent of intelligence testing in colleges; II, The tests in vogue; III, Uses made of the test results; IV, Estimates of the cost of testing; V, Special equipment for testing; VI, Are students told their score? VII, Attitude of the school towards testing work.
- Link, Henry C.** Psychological tests in industry. Annals of the American academy of political and social science, 110: 32-44, November 1923. illus.

MacPhail, Andrew Hamilton. The intelligence of college students. A study of intelligence as a factor in the selection, retention, and guidance of college students: based on investigations made at many different institutions and at Brown university in particular. Baltimore, Warwick & York, inc., 1924. 176 p. tables, forms. 8°.

Bibliography: p. 161-76.

Meier, Norman C. A study of the Downey test by the method of estimates. *Journal of educational psychology*, 14: 385-95, October 1923. illus., bibliog.

An attempt to learn the reliability of the Will-temperament test, and the conclusions drawn show the test to be imperfect for various reasons.

Miller, George F. Facts, inferences, and assumptions in intelligence testing. *Educational review*, 67: 246-52, May 1924.

Says that the most immediately practical aspect of mental testing is its application to educational administration; the effect it has on the lives of millions of children.

Morrison, J. Cayce and others. A study of intelligence scales for grades two and three. *Journal of educational research*, 9: 46-56, January 1924.

Neterer, Inez May. A critical study of certain measures of mental ability and school performance. Baltimore, Warwick & York, inc., 1923. 3 p. l., 5-141 p. incl. tables, diags. 12°.

Bibliography: p. 131-141.

Pintner, Rudolf. Intelligence testing; methods and results. New York, H. Holt and company [1923] vii, 406 p. 12°

This book tells what is meant by intelligence testing, what means are employed to test general intelligence, and what results have been achieved. It first presents a history of the gradual evolution of the intelligence test and discusses some of the basic assumptions underlying the work. The various tests, individual and group, that are at present available are then described. Finally the author collects and analyzes the main results of intelligence testing which have previously been scattered in numerous publications.

—— Training students in group intelligence testing. *Journal of educational research*, 9: 271-80, April 1924.

Sheldon, William H. The intelligence of Mexican children. *School and society*, 19: 139-42, February 2, 1924. tables, figures.

Stenquist, John L. Measurements of mechanical ability. New York city, Teachers college, Columbia university, 1923. ix, 101 p. plates, tables, diags. 8°. (Teachers college, Columbia university. Contributions to education, no. 130)

Sunne, Dagne. Comparison of white and negro children in verbal and non-verbal tests. *School and society*, 19: 469-72, April 19, 1924.

Terman, Lewis M. The mental test as a psychological method. *Psychological review*, 31: 93-117, March 1924.

Says that the mental test is proving itself applicable not only to the problems of intelligence, but also to those of emotion, volition, temperament, and character.

Thompson, Thomas M. Intelligence tests and democracy in education. *Educational review*, 67: 5-11, January 1924.

Discusses the purposes and uses of tests; tests and social efficiency; and tests and democracy. Emphasizes the present and possible uses of standardized tests from the social point of view.

Varner, G. F. Improvement in rating the intelligence of pupils. *Journal of educational research*, 8: 220-32, October 1923. tables.

This paper is based upon studies of the ability of teachers to estimate the intelligence of their pupils, and mentions five factors which have contributed to make teachers' ratings unreliable.

Yerkes, Robert M., and Foster, Josephine Curtis. A point scale for measuring mental ability, 1923 revision. Baltimore, Warwick & York, inc., 1923. vii, 219 p. plates, tables, diagrs. 8°.

In this new edition the introductory chapters of the first edition are omitted in order to make room for new material.

Young, Kimball. The history of mental testing. Pedagogical seminary, 31: 1-48, March 1924.

Emphasizes particularly the American contribution to the subject and the present divergent trends.

EDUCATIONAL TESTS AND MEASUREMENTS.

Bardy, Joseph. An investigation of the written examination as a measure of achievement with particular reference to general science. Philadelphia, 1923. 176 p. incl. diagrs. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1923.

Briggs, Thomas H. A dictionary test. Teachers college record, 24: 355-65, September 1923.

A test prepared to reveal what a dictionary contains and the knowledge and skill which secondary school pupils possess. Webster's secondary school dictionary was selected, as being most commonly used.

Certain, C. C. Why not include standard tests in your teaching program this term? English journal, 12: 463-80, September 1923.

Bibliography: p. 79-80.

Chassell, Clara F. A test and teaching device in citizenship for use with junior high-school pupils. Educational administration and supervision, 10: 7-29, January 1924.

Test given in the spring of 1922 to 86 sixth-grade pupils in the Horace Mann school, New York.

Cooper, Clara Chassell. Measurement in the church school. Sunday school journal, 56: 271-72, 283, May 1924.

Cunningham, Bess V. The prognostic value of a primary group test; a study of intelligence and relative achievement in the first grade. New York city, Teachers college, Columbia university, 1923. x, 54 p. tables. 8°.
(Teachers college, Columbia university. Contribution to education no. 139)

Gates, Arthur I. and Lasalle, Jessie. A study of writing ability and its relation to other abilities based on repeated tests during a period of 20 months. Journal of educational psychology, 15: 205-16, April 1924.

Greene, Harry Andrew. ... Measurement of linguistic organization in sentences. Iowa City, The University [1923] 63 p. incl. diagrs. 8°.
(University of Iowa studies in education. C. L. Robbins, ed. vol. II, no. 4)
On cover: 1st ser. no. 70. July 15, 1923.

Inglis, Alexander. A vocabulary test for high-school and college students. English leaflet, 23: 1-13, October 1923.

Martin, A. Leila and Pechstein, L. A. Educational tests for retarded school children. Journal of educational research, 9: 403-10, May 1924.

Summarizes the educational tests that are valuable and those that are not valuable in testing retarded children. Says that for a special-class group individual analyses must parallel test ratings.

Monroe, Walter S. ... The constant and variable errors of educational measurements. Urbana, The University of Illinois, 1923. 30 p. 8°.
([Illinois University.] Bureau of educational research. College of education. Bulletin no. 15.)

On cover: University of Illinois bulletin, vol. XXI, no. 10.
3697-24†—2

Monroe, Walter S. Written examinations versus standardized tests. School review, 32: 253-65, April 1924.

Concludes that our best standardized tests are distinctly superior to typical written examinations but that the difference is not so great as has been generally believed.

— and **Saunders, Lloyd B.** . . . The present status of written examinations and suggestions for their improvement. Urbana, The University of Illinois, 1923. 77 p. 8°. (On cover: University of Illinois bulletin vol. xxi, no. 13. Nov. 26, 1923. Bureau of educational research. College of education. Bulletin no. 17)

Morrison, J. Cayce. . . . The use of standard tests and scales in the Plattsburg high school, Plattsburg, New York. A report of the measurement program, January 31-February 3, 1922, and of the uses made of the test data, February 1922-February 1923. Albany, The University of the state of New York press, 1923. 45 p. incl. tables, diagrs. 8°. (University of the state of New York bulletin, no. 784. July 15, 1923)

Morton, R. L. An analysis of pupils' errors in fractions. Journal of educational research, 9: 117-25, February 1924.

Describes diagnostic tests given to pupils of the Athens, Ohio, schools, including the university training school of Ohio University, in 1923. Says that "a far more satisfactory degree of skill may be produced in pupils through the detailed analyses of their faults and through systematic drills in the form of practice exercises."

Paulu, Emanuel Marion. Diagnostic testing and remedial teaching, with introduction by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1924] xvii, 371 p. incl. tables, diagrs. 12°.

The author of this book is associate professor of education in the State teachers college, Aberdeen, South Dakota. The volume undertakes to show how educational tests can actually be applied by the classroom teacher and the school administrator in their daily work. It is devoted entirely to the practical application of tests by methods approved by experience, and neither deals with statistics nor attempts to interest teachers in devising new instruments of measurement.

Rejall, Alfred E. A new literacy test for voters. School and society, 233-389: March 1, 1924.

A sample test and instructions are given.

Ruch, G. M. Tests and measurements in high school science. School science and mathematics, 23: 885-91, December 1923.

The tests are discussed in topical groups, arranged alphabetically.

Sangren, Paul V. The Woody-McCall mixed fundamentals test and arithmetical diagnosis. Elementary school journal, 24: 206-15, November 1923.

An analysis of 2,950 errors in arithmetic made by pupils in grades 3 to 8 inclusive of the Zeeland, Mich., public schools.

Touton, Frank C. Sex differences in geometric abilities. Journal of educational psychology, 15: 234-47, April 1924.

Report based on a critical study of the preferences expressed for certain types of geometric originals by 2,800 New York high-school pupils.

Trabue, Marion Rex. Measuring results in education. New York, Cincinnati [etc.] American book company [1924] 492 p. tables, diagrs. 12°. (American education series. G. D. Strayer, general editor)

An effort is made in this volume to interpret the general principles of measurement for the average elementary school-teacher. General intelligence tests are discussed, and also the achievement tests in a number of common school subjects, with emphasis always on the principles involved.

Van Wagenen, M. J. Diagnostic and cumulative surveys of school achievement in Minnesota. Educational administration and supervision, 10: 147-68, March 1924.

Van Wagenen, M. J. Making a diagnostic and cumulative survey of school achievement. Educational administration and supervision, 10: 79-93, February 1924.

Outlines a survey of school achievement that will reveal "the actual status of each pupil and suggest the necessity of remedial work as ordinary school marks cannot do."

Woody, Clifford. Measurement of a new phase of reading. Journal of educational research, 8: 315-26, November 1923.

Describes a reading scale based upon ability to pick out the central thought of a paragraph.

Yoakam, Gerald Alan. The effects of a single reading; a study of the retention of various types of material in the content subjects of the elementary school after a single silent reading. Iowa City, The University, 1924. 100 p. 8°. (University of Iowa. Studies in education. vol. 2. no. 7. March 15, 1924)

EDUCATIONAL RESEARCH.

Brooks, Fowler D. Criteria of educational research. School and society, 18: 724-29, December 22, 1923.

Author discusses the standards for evaluating educational research; methods; deficiencies; and unsound practices.

Colorado state teachers college. Research committee. . . . Standards for determining the collegiate rank of subjects. . . . Report of Sub-committee of the Research committee of Colorado state teachers college. Lester W. Boardman. . . Edwin B. Smith. . . Greeley, Col., Colorado state teachers college, 1924. 34 p. 8°. (Colorado state teachers college. Bulletin ser. xxiii, no. 5. Research bulletin no. 8)

Moehlman, Arthur B. Child accounting; a discussion of the general principles underlying educational child accounting together with the development of a uniform procedure. Issued by Courtis standard tests. Detroit, Mich., Friesema bros. press, 1924. 205 p. tables, diagrs., forms (partly fold.) 8°.

A comprehensive treatment of the subject, including general principles of organization and administration, and child accounting method.

— Child accounting. I—Present conditions. II—Historical aspects. Journal of educational research, 9: 293-304, 415-23, April, May 1924. tables, diagrs.

Defines "child accounting" as the recording of all activities, instructional and executive, that are necessary in the keeping of essential records of the individual child during his school life, and thinks the immediate need is a simple technique in child accounting, theoretically sound and easy to administer.

Nygaard, P. H. The advantages of the probable error of measurement as a criterion of the reliability of a test or scale. Journal of educational psychology, 14: 407-13, October 1923.

Discusses the stability of the probable error of measurement, and an easy method of calculating the probable error.

Otis, Arthur S. The Otis correlation chart. Journal of educational research, 8: 440-48, December 1923.

A few brief explanations, as to the purpose of the various provisions incorporated in the chart, and the chart itself is represented.

Rankin, P. T. How an instructional research department can assist teachers. Journal of educational research, 8: 187-98, October 1923. tables, figures.

Thinks the best answer to the question must be sought in a greater democratization of the testing program.

Theisen, W. W. Recent progress in educational research. *Journal of educational research*, 8: 301-14, November 1923.

"Chief value of research has been in pointing out problems and methods of approach," says the writer, "but we are not yet ready to accept the conclusions of research studies as final."

Woody, Clifford. A survey of educational research in 1923. *Journal of educational research*, 9: 357-81, May 1924.

Presidential address delivered before the Educational research association, at Chicago, February 28, 1924.

SPECIAL METHODS OF INSTRUCTION.

GENERAL.

Rogers, D. C. and Lang, C. E. A comparison of the Chicago double schools, the Gary system, and the Detroit platoon plan. *Chicago schools journal*, 6: 281-95, April 1924.

A selected bibliography at end of the article

Weber, Joseph J. Comparative effectiveness of four different methods of instruction. *Visual education*, 5: 101-3, 123, April 1924.

The four methods compared are: Oral instruction; studying the printed page; viewing the film silently; and viewing the film under oral guidance.

PROJECT METHOD.

Clark, Marion G. The direction of classroom teaching in the use of the project. *Journal of educational method*, 3: 314-21, April 1914.

A paper read before the National conference on educational method.

Coe, George A. Law and freedom in the school, "can and cannot," "must and must not," "ought and ought not" in pupil projects. *Chicago, Ill., The University of Chicago press* [1924] ix, 133 p. 12°.

A discussion of the force of law—natural, common and statute, economic, moral, and ideal—in the projects of the child. It treats of the present-day educational situation and suggests the possibilities of an efficient employment of the project method of teaching.

Collings, Ellsworth. An experiment with a project curriculum. With an introduction by William H. Kilpatrick. New York, The Macmillan company, 1923. xxvi, 346 p. front., plates, tables, diagrs. 8°.

The results of an experiment conducted in three rural schools located in McDonald county, Missouri, are given in this volume.

Cronk, Mrs. E. C. The place and the possibility of the project method in missionary education. *Missionary review of the world*, 47: 128-30, February 1924.

Kerschner, Mabel Gardner. Real project work. *Missionary review of the world*, 47: 130-32, February 1924.

Lincoln, Lillian I. Practical projects for elementary schools. Boston, New York [etc.] Ginn and company [1924] vii, 312 p. 12°.

Losh, Rosamond, and Weeks, Ruth Mary. Primary number projects. Boston, New York [etc.] Houghton Mifflin company [1923] viii, 199 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Arithmetic has been less naturalized and socialized than any of the other school studies, according to the editor of this series of monographs. To aid teachers in the first two years of instruction in number, this handbook is offered, wherein the projects are so arranged that the child learns number facts in real life situations.

McLaughlin, Katherine L. and Troxell, Eleanor. . . . Number projects for beginners. Philadelphia, London [etc.] J. B. Lippincott company [1923] xv, 110 p. front., plates, illus. 12°. (Lippincott's school project series, ed. by William F. Russell)

Nolan, Aretas W. . . . The project in education with special reference to teaching agriculture. Urbana, The University of Illinois [1923] 16 p. 8°. (University of Illinois bulletin vol. XXI, no. 16. Educational research circular no. 24.)

Nolan, Ona I. The project method in the junior high school. *Education*, 44: 274-89, January 1924.

Emphasizes the advantages of the project method. Discusses its relation to self-activity, the teachers' place in the project method, etc.

Watkins, Ralph K. The technique and value of project teaching in general science. *General science quarterly*, 7: 235-56, May 1923; 8: 311-41, 387-422, 522-29, November 1923, January, March 1924.

The last of this series of articles is a bibliography of the subject.

Also separately reprinted as a thesis (Ph. D.)—University of Missouri, 1923.

Welling, Jane Betsy and Calkins, Charlotte Wait. . . . Social and industrial studies for the elementary grades, based on needs for food, clothing, shelter, implements, and records. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] xl, 331 p. 12°. (Lippincott's school project series, ed. by W. F. Russell)

VISUAL INSTRUCTION.

Freeman, Frank N., ed. Visual education; a comparative study of motion pictures and other methods of instruction. The report of an investigation made with the aid of a grant from the Commonwealth fund. Chicago, Ill., The University of Chicago press [1924] viii, 391 p. plates, illus., diags., tables. 8°.

The investigation described in this volume consists largely in a comparison between various forms of visual education or between visual and non-visual methods. In each case the results of the instruction were subjected to tests which fell in general under the two heads of "information" and "of ability to do."

Kyte, George C. Enriching learning through the use of visual aids. *Educational screen*, 2: 378-81, October 1923.

Address before the Visual Instruction conference, July 1923.

Lee, Edwin A. The motion picture as a factor in public education. *Elementary school journal*, 24: 184-90, November 1923.

Says that the motion picture today is at least as important in the education of the commonwealth as the public school. Thinks the State should prescribe certain standards which must be met before an individual will be allowed to direct the production of a film drama.

Neulen, Leon N., comp. . . . A guide to the study, sources and materials of educational motion pictures. National welfare association, inc. Charles F. Powlson, general secretary. New York city [1923] 11 p. 8°. (Pamphlet no. 1. January, 1923)

Skinner, Charles E. Visualizing materials, their value and use in school. *Education*, 44: 167-76, November 1923.

Contents that visual aids are not to take the place of the textbook; they are to enrich, vivify, and economize. Discusses the motion-picture in education, etc.

THE DALTON PLAN.

Lima, Agnes de. The Dalton plan. New republic, 37: 308-9, February 13, 1924.

Discusses the success of the plan in England, and analyzes the plan itself as a medium of instruction.

Parkhurst, Helen. The Dalton laboratory plan. Progressive education, 1: 14-18, April 1924.

A description of the system which the author elaborated.

Prouty, Clarissa E. An experiment in the use of the Dalton laboratory plan. Elementary school journal, 24: 599-607, 679-91, April, May 1924.

Presents the principles and sums up the advantages of the plan.

SOCIALIZED RECITATION.

Brooks, George F. The socialized recitation. Kansas teacher, 18: 13-16, March 1924.

A consideration of the merits and demerits of the plan.

Crowley, James A. The socialization of the school program. 1. The socialized recitation. Journal of educational method, 3: 381-88, May 1924.

Given at the Superintendents' Course in administration and supervision at Boston Normal school, November 10, 1923.

The second part of the article, "Extra-curricular activities," will appear in the June number.

Dowell, Edward S. The use of the socialized recitation in the courses in social science in Bucyrus high school. Ohio educational monthly, 72: 260-67, October 1923.

Wilson, H. B. Socializing the social studies. Journal of education, 98: 381-83, October 18, 1923.

An explanation of the socialized school.

PLATOON SCHOOLS.

Almack, John C. The efficiency of the platoon school. American school board journal, 68: 43-44, 132, February 1924.

Pros and cons of the platoon plan.

Threlkeld, A. L. The platoon school. School and society, 19: 346-47, March 22, 1924.

The writer thinks "that the platoon schools will be a success if those who operate them give first consideration to principles of pupil growth."

SPECIAL SUBJECTS OF CURRICULUM.

READING.

Buckingham, B. R. What should children read in school. Journal of educational research, 9: 13-21, 109-16, January, February 1924.

Concludes that literary masterpieces, with their subtleties of thought and their mature forms of expression, have not proved suitable in the teaching of reading. Because of immaturity of children they are generally undervalued if not actually disliked.

Dougherty, Mary L. How to teach phonics. Boston, New York [etc.] Houghton Mifflin company [1923] x [1], 88 [1] p. 16° (Riverside educational monographs, ed. by Henry Suzzallo)

Geiger, Ruth. A study in reading diagnosis. Journal of educational research, 8: 283-300, November 1923.

"An attempt to diagnose the reading difficulties of a third grade and to formulate remedial measures which would meet the individual needs of the pupils." Standardized reading tests were used.

Gilliland, A. R. The effect on reading of changes in the size of type. *Elementary school journal*, 24: 138-46, October 1923.

Concludes that children are not so greatly affected as adults by changes in the size of type.

Gray, William S. The importance of intelligent silent reading. *Elementary school journal*, 24: 348-56, January 1924.

Says that detailed studies of the reading habits of children and of adults show that they are inadequate in many cases for even the simpler reading activities.

Pennell, Mary E., and Cusack, Alice M. How to teach reading. Boston, New York [etc.] Houghton Mifflin company [1923] viii, 298 p. 12°.

Both the classroom teacher and the individual interested in increasing his reading power may find in this book practical suggestions for the development of both silent and oral reading habits. The methods here recommended are based on the scientific findings of modern psychology.

Ritter, B. T. and Lofland, W. T. The relation between reading ability as measured by certain standard tests and the ability required in the interpretation of printed matter involving reason. *Elementary school journal*, 24: 529-46, March 1924.

The writers contend that the purpose of all reading instruction is to teach the technique of reading and not to teach a special type of content.

Smith, E. Ehrlich. The heart of the curriculum. Garden City, N. Y., Doubleday, Page & Company, 1924. x, 363 p. diagra. 12°.

A brief historical sketch of the expansion of our school curriculum from the original "three R's" to its present array of elementary school subjects is first given in this volume. The writer protests against the restricted position which tradition has assigned to reading as a school subject in the intermediate grades, and suggests a modification of our present courses of study—especially in regard to the subject of reading—so that the pupil may become better prepared for his social and civic duties.

SPELLING.

Greene, Harry A. Syllabication as a factor in learning to spell. *Journal of educational research*, 8: 208-19, October 1923. tables.

Finds a slight superiority in the syllabicated form of the word.

Hilderbrant, Edith L. The psychological analysis of spelling. *Pedagogical seminary*, 30: 371-81, December 1923.

Says that in class study it is important that unfamiliar words be seen, heard, pronounced, and written.

Should spelling be taught in the high school? *Education*, 44: 618-28, June 1924.

Morton, R. L. The reliability of measurements in spelling. *Journal of educational method*, 3: 321-28, April 1924.

Spelling tests for sixth-grade pupils, with instructions, are given.

ENGLISH AND COMPOSITION.

Baker, Harry T. The criticism and teaching of contemporary literature. *English journal*, 12: 459-63, September 1923.

Breck, Emma J. Present-day needs in the training of English teachers. *English journal*, 12: 545-56, October 1923.

Brown, Gertrude. Oral and written composition in the intermediate grades. *Kansas teacher*, 18: 7-10, November 1923.

Among the things advocated by the author are a thirty-minute period daily for composition; selection of topics from the every-day experiences of the child; motivated drill; and definite standards at end of each grade.

Brown, M. Ethel. Written composition in the primary grades. *Elementary school journal*, 24: 586-98, April 1924.

Daniels, Earl. English for the amateur many instead of the expert few. Educational review, 66: 205-11, November 1923.

Says that in literature we must seize the already available interest in what is being written if we would make literature the possession of the mass.

Dewey, Godfrey. Relativ frequency of English speech sounds. Cambridge, Harvard university press; London, H. Milford, 1923. xii, 3-148 p. 8°. (Half-title: Harvard studies in education pub. under the direction of the Graduate school of education, vol. IV)

Dogherty, Marian A. Poetry in the schools. Journal of educational method, 3: 187-99, January 1924.

Pleads for more poetry, thinks it is neglected, and that its power to stir the imagination is immeasurably greater than prose.

English in the grades. Teaching, 7: 3-31, November 1923.

The entire number is given to discussion of different phases of English: Junior high school composition, H. G. Lull; Learning to write an informatory paper, Dale Zeller; Oral and written composition in the intermediate grades, Gertrude Brown; Some psychological aspects of silent reading, Dean A. Worcester; Teaching spelling in the intermediate grades, Jennie Williams; Oral reading, F. L. Gilson.

Finch, Robert. The approach to English literature. London, Evans brothers limited [1924] 151 p. 12°.

The author here shows how an interest in and an appreciation of the best English literature may be imparted to school children. The methods described have been tested by successful experience in a well-known school in Middlesex, England.

Gainsburg, Joseph C. Fundamental issues in evaluating composition. Pedagogical seminary, 31: 55-77, March 1924.

Says that alone of all the important subjects, composition shows little improvement, if any, in teaching methods. Cites the various methods in vogue to evaluate composition.

Hanes, Ernest. Supervised study in English. School review, 32: 356-63, May 1924.

Work in the English department of the university high school of the university of Chicago. "Lessons," says the writer, "are not assigned and recited; work is discovered, pursued, and completed to the satisfaction of the worker."

Hudelson, Earl. Our courses of study in literature. English journal, 12: 481-87, September 1923.

Tables and lists are given for high schools.

Inglis, Alexander. A vocabulary test for high-school and college students. English leaflet, 23: 1-13, October 1923.

Jespersen, Otto. The teaching of grammar. English journal, 13: 161-76, March 1924.

Discusses the question of how grammar lessons may be made more interesting and profitable.

Lyman, B. L. A study of twenty-four recent seventh and eighth grade language texts. Elementary school journal, 24: 440-52, February 1924.

This investigation was carried out in the University of Chicago, with the cooperation of a group of graduate students, of textbooks published since 1920. Concludes that in materials, methods, and objectives the strictly junior high-school texts are not markedly different from the ordinary upper-grade books.

Noble, Stuart G. Unifying the high-school English course. Education, 44: 208-19, December 1923.

Says that literature is the center from which are to radiate all the pupils' interests and activities.

Pattee, Fred Lewis. American literature in the college curriculum. Educational review, 67: 266-72, May 1924.

Discusses the history of the movement to introduce American literature into the colleges and universities of the United States.

Pendleton, Charles S. How to read pupils' written themes. *Peabody journal of education*, 1: 272-80, March 1924.

The author enumerates nine principles of good theme reading.

Seegers, J. C. Improvement in language work. *Elementary school journal*, 24: 191-96, November 1923.

Study based on Willing scale for measuring written composition, which was used in the Tileston school, Wilmington, N. C.

Smith, Dora V. More illustrative material for high school literature. *English journal*, 13: 191-200, March 1924.

This list is intended as an addition to the list published in the *English journal*, September, 1923, by Miss Hilson and Miss Wheeling. The writer says: "Each bookseller or publisher mentioned has assured me of his willingness to cater to American trade."

Sunne, Dagny. The effect of locality on language errors. *Journal of educational research*, 8: 239-51, October 1923. tables.

A language survey to show the nature of language errors made by children in Louisiana.

Swearson, J. W. Determining a language program. *English journal*, 13: 99-114, February 1924.

Concerns the results of a questionnaire on the most urgent things needed to improve the teaching of English.

ANCIENT CLASSICS.

Arms, S. Dwight. A state-wide survey in Latin. *Classical journal*, 19: 148-51, December 1923.

Study based on the answer papers written in the State-wide regents examination given in the secondary schools of the University of the State of New York in June 1922.

Barton, H. J. and others . . . Notes on the teaching of Latin in high schools. Urbana, The University of Illinois [1924]. 25 p. 8°. (University of Illinois bulletin vol. XXI, no. 28. Educational research circular no. 26)

Bennett, Florence M. The humanities versus the utilities. *Education*, 44: 325-36, February 1924.

Bricker, Gertrude. A defense of the present requirements in Latin as set by the College entrance examination board. *Classical weekly*, 17: 75-79, December 17, 1923.

Paper read before the Classical association of the Atlantic states, May 1923.

Brueckner, Leo J. The status of certain basic Latin skills. *Journal of educational research*, 9: 390-402, May 1924.

Questions the value of spending in the first year's work an excessive amount of time upon rules and technical phases of the study of Latin.

Coxe, Warren W. The influence of Latin on the spelling of English words. *Journal of educational research*, 9: 223-33, March 1924.

Result in part of a larger investigation by the American Classical league.

Edgcombe, Verne G. How valuable to the student of French is his Latin vocabulary? *Educational review*, 68: 9-14, June 1924.

Says it is not true that the Latin student acquires a broad enough vocabulary to give him any appreciable help in arriving at the meaning of new French words.

Hare, Alice D. An evaluation of objectives in the teaching of Latin. *Classical journal*, 19: 155-65, December 1923.

A composite judgment of 300 secondary and college teachers in favor of Latin. Discusses the value of the subject for mental training and the development of habits that make for greater efficiency.

Jacobs, Peyton. A proposed reorganization of high school Latin. *High school quarterly*, 12: 91-96, January 1924.

Gives reasons for reorganization, objectives, general plan, etc.

Kirby, Thomas J. Latin as a preparation for French. School and society, 18: 563-69, November 10, 1923.

One phase of the general investigation being conducted by the American Classical league, with the financial support of the General education board.

Miller, George R., jr. and Briggs, Thomas H. The effect of Latin translations on English. School review, 31: 756-62, December 1923.

Data based on 300 translations of prepared passages in Cicero secured from pupils in 14 public high schools. Says that in the third year of Latin in 15 typical schools, the evidence is overwhelming that the translations are likely to do more harm than good in English.

Nutting, H. C. Taking the measure of Latin. Classical journal, 19: 87-96, November 1923.

Argues for the value of Latin in the course of study which some of the measuring programs are in danger of lessening.

Uhl, W. L. How much time for Latin? Classical journal, 19: 215-21, January 1924.

Says that the present investigation shows that high-school pupils regard Latin as a heavier drain upon their time than any other subject.

MODERN LANGUAGES.

Bond, O. F. Causes of failure in elementary French and Spanish courses at the college level. School review, 32: 276-87, April 1924.

Study based on an investigation made at the junior college of the University of Chicago.

Bovée, Arthur G. Some fallacies of formalism. Modern language journal, 8: 131-44, December 1923.

The wastage in teaching language is largely due to the present method of treating language from a philological point of view rather than from its functional one.

Carnahan, D. H. Good teaching. Modern language journal, 8: 405-15, April 1924.

Helpful hints regarding the do's and don'ts of modern language teaching. Address before Modern language teachers of Middle West and South, 1923.

Edwards, I. N. The legal status of foreign languages in the schools. Elementary school journal, 24: 270-78, December 1923.

Discusses the legislation relating to foreign languages in the public and private schools, enacted in 1917-21.

Handschin, Charles H. Methods of teaching modern languages. Yonkers-on-Hudson, N. Y., World book company, 1923. v, 479 p. 8°.

This book presents numerous reasons why the study of French, Spanish, and German, as well as of the other modern languages, is of prime importance, both from a cultural and from a business standpoint. It undertakes to place at the disposal of the teacher the principles so far established by the best practice and by experimentation, as well as the best devices, an exposition of which is given.

Kurz, Harry. French as a business proposition for American students. School review, 31: 662-69, November 1923.

Thinks that it is the business of every young American student to prepare himself to become a citizen of the world, and that is essentially the kind of business proposition French is.

Pattee, Edith B. The phonograph as a medium of foreign language instruction. School review, 31: 604-7, October 1923.

Ryan, Carl. Why study French in the high school? Educational review, 66: 215-22, November 1923.

Discusses the advantages of studying the French language from the standpoint of literature, history, and the developing of judgment and character in the pupil through "battling with the difficulties of French grammar and syntax."

Sauzé, E. B. de. French in the high school—a response. Educational review, 67: 22-24, January 1924.

Says that the shortest road to a reading knowledge of a language is through oral drill of a proper kind.

Senour, A. C. Skirmishing versus concerted assault in language instruction. Elementary school journal, 24: 382-86, January 1924.

Discusses conditions in public schools of East Chicago, Indiana. Presents a course of study in elementary school language.

MATHEMATICS.

Betz, William. The confusion of objectives in secondary mathematics. Mathematics teacher, 16: 451-69, December 1923.

Says that the junior high school should furnish a common mathematical background to all pupils. There must be no artificial separation of theory and practice in secondary mathematics.

Breslich, E. B. Supervised study in mathematics. School review, 31: 733-47, December 1923.

Develops the idea of the good results obtained from supervised study in this branch.

Crafts, Lilian L. Causes of failure in plane geometry as related to mental ability. Mathematics teacher, 16: 481-92, December 1923.

Study based on data obtained in the East High School, Rochester, N. Y. The Terman group test of mental ability was given to two groups of pupils.

McCoy, Louis A. Advantages of a general course in mathematics for the first two years in high school. Mathematics teacher, 16: 421-24, November 1923.

McNair, George Hastings. Methods of teaching modern-day arithmetic. Boston, R. G. Badger [1923] xviii, 9-419 p. 8°.

Designed to give concrete aid to teachers of arithmetic, this book is an outgrowth of many years of class work, of varied observation in model and elementary schools, and of lecture courses given to teachers.

Rorer, Jonathan T. Present tendencies in high school mathematics. Mathematics teacher, 17: 22-30, March 1924.

Smith, David Eugene. The progress of arithmetic in the last quarter of a century. Boston, New York [etc.] Ginn and company [1923] 93 p. illus. 8°.

The progress during the past 25 years and the present status of the science of elementary arithmetic are here described. This includes the basic principles in the making of arithmetic textbooks and the development of these principles during the first quarter of the twentieth century.

Symonds, Percival Mallon. Special disability in algebra. New York City, Teachers college, Columbia university, 1923. vii, 88 p. incl. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 132)

Thomson, Godfrey H. Should we teach statistics to the senior high school? Mathematics teacher, 17: 129-39, March 1924.

Tilton, Olive S. and Bridges, Mabel I. A course in arithmetic for the elementary school. [River Falls, Wis., 1923] 19 p. 8°. (Quarterly bulletin of River Falls state normal school, vol. V, Ser. II no. 4)

Young, J. W. A. The teaching of mathematics in the elementary and the secondary school. New ed., with supplement 'Concerning developments, 1913-1923.' New York, London [etc.] Longmans, Green and co., 1924. xviii, 451 p. diagrs. 8°. (American teachers series, ed. by J. E. Russell.) Concerning developments in the teaching of mathematics in the period 1913-1923: p. 353-448.

SCIENCE.

Bowers, W. G. Some educational values in laboratory work. *Education*, 44: 546-55, May 1924.

Argues that the values gained from the laboratory are of greater educational worth than the gathering of a fund of information.

Downing, Elliot R. Science teaching in some European schools. *Scientific monthly*, 18: 628-38, June 1924.

Concludes that elementary science is quite as commonly studied in grades 1 to 5 in this country as in European countries. Says it is better done in the United States than in the corresponding grades of France, Switzerland, and England.

Gronner, Ione. Chemistry and physics training. *School science and mathematics*, 23: 831-42, December 1923.

A discussion of different methods used in teaching these subjects.

Lenhart, John M. . . . Science in the Franciscan order, a historical sketch. New York, J. F. Wagner, inc. [1924] 44 p. 8°. (Franciscan studies no. 1. Jan., 1924)

Mattern, Louis W. What chemistry shall be taught in high school and how it shall be correlated with college chemistry. *School science and mathematics*, 23: 665-71, October 1923.

Author gives the method and content of a one-year course for high school students of chemistry.

Pieper, Charles. Supervised study in natural science. *School review*, 32: 122-33, February 1924. tables.

The teacher's duty in a natural-science class is not primarily "setting students to work," but rather "showing them how to study."

Powers, S. B. The training of science teachers in subject matter. *General science quarterly*, 8: 481-96, March 1924.

Introducing his subject by asserting that "the problem of training science teachers may be clarified by an examination of the field for which training is desired," the author defines the field and examines the training which students are offering for work in this field.

Rowell, Percy E. The introduction of science in the grades as an administrative problem. *Educational administration and supervision*, 10: 48-53, January 1924.

Advocates science teaching in the grades suitable to the comprehension of the child.

— Introductory science as educational means. *Education*, 44: 596-603, June 1924.

Says that the value of scientific study lies in its ability to interest; to stimulate ambition; to present exact, functional and usable knowledge; to prepare for living; to develop a social consciousness; and to prepare for still further study in science.

— Laboratory methods in introductory science. *Journal of educational method*, 3: 98-105, November 1923.

Rusk, Rogers D. How to teach physics. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] 186 p. illus., diagra. 12°. (Lippincott's school project series, ed. by William F. Russell.)

Discusses value of physics, aims and methods of teaching, laboratory equipment, tests and grades, etc.

Slosson, Edwin E. Science teaching in a democracy. *School and society*, 19: 383-88, April 5, 1924.

To train the student in a new way of thinking, and to acquaint him with the mass of facts and laws that science has acquired, are the two duties of a science teacher.

Trafton, Gilbert H. The use of toys as a basis for teaching science in the intermediate grades. *School progress*, 5: 2-6, January 1924.

Stating that science study has been too largely of a biological type, the author proceeds to demonstrate how it can be taught by use of toys.

Webb, Hanor A. Starting the small chemistry laboratory. *Peabody journal of education*, 1: 251-59, March 1924.

"Starting the small physics laboratory," a companion article to the above, appeared in vol. 1, no. 2, of the same periodical.

Wells, H. G. The duty and service of science. *New republic*, 36: 324-27, November 21, 1923.

Concluding paper of series on the educational work of Prof. Sanderson of Oundle school, England.

NATURE STUDY.

Beauchamp, Wilbur L. Supervised study in elementary physical science. *School review*, 32: 175-81, March 1924.

Discusses the procedure during the assimilation period in a class of beginning pupils in University high school, University of Chicago.

Franken, Katherine. A year's study of birds. *Journal of rural education*, 3: 79-87, October 1923.

Study of a plan developed in one rural school in Missouri.

Parker, Bertha M. The course in nature-study and science in the University elementary school. *Elementary school journal*, 24: 116-25, 197-205, 290-300, 368-81, October-December 1923, January 1924.

Describes the work in the University elementary school of the University of Chicago.

Pieper, Charles J. Supervised study in natural science. *School review*, 32: 122-33, February 1924.

Discusses work in the University high school of the University of Chicago. Presents scheme of instructional procedure.

GEOGRAPHY.

Bixler, Roy W. Getting away from formal "lesson-learning." *School review*, 32: 364-70, May 1924.

Describes an experiment with a class in commercial geography.

Branom, Frederick K. The textbook in geography. *Education*, 44: 406-18, March 1924.

McConnell, W. R. The place of geography in the junior high school. *Journal of geography*, 23: 49-58, February 1924.

Presented at the meeting of the National council of geography teachers, December, 1923.

Shryock, Clara. Maps and mapping in the grades. *Journal of geography*, 22: 265-74, October 1923.

Mapping has been especially neglected in the classroom. The author describes the best methods to train children to interpret maps correctly.

SOCIAL STUDIES.

Bolton, Herbert Eugene. An introductory course in American history. *Historical outlook*, 15: 17-20, January 1924.

Course for freshman and sophomores given at the University of California.

Dawson, Edgar. For recognition of the social studies. *Educational review*, 68: 21-25, June 1924.

Ellwood, Charles A. Sociology and the social studies, with special reference to history. *Historical outlook*, 14: 346-50, December 1923.

Contains a general bibliography.

Hartman, Gertrude. Home and community life; curriculum studies for the elementary school. New York, E. P. Dutton & company [1923] ix, 200 p. 8°.

Contains suggestive outlines for the study of food, clothing, shelter, transportation, communication, and the other elements of our economic and social life. A background of history is included.

Kyte, George C. The cooperative development of a course of study. Educational administration and supervision, 9: 517-36, December 1923.

Discusses the development of the course of study in history and civics for the kindergarten and elementary grades of Berkeley (Calif.) public schools.

MUSIC.

Dann, Hollis. The Pennsylvania program of music education. Journal of education, 99: 36-38, January 10, 1924.

Dillon, Fannie C. The teaching of high school harmony. Musical courier, 88: 10, January 10; 18, January 17, 1924.

A practical term plan for the Los Angeles high schools.

Farnsworth, Charles H. A discussion of the question of high school credits for applied music. School music, 25: 12-13, 15-18, January-February 1924.

Author shows how rapidly the cause of outside music teaching is progressing in public schools.

A five-foot book-shelf [in music] Musical courier, 88: 36, April 17, 1924.

The National music week committee has adopted the five-foot book-shelf idea as a good plan to create inspiration and enthusiasm, and lists material suitable for such book-shelves as suggested by several musical writers.

Gartlan, George H. Credit for music study. How it is granted in the elementary school, the high school and applied music. Musical courier, 88: 27, April 17, 1924.

— Training courses for supervisors. Musical courier, 87: 43, December 6, 1923.

A continuation of the discussion begun in this periodical some months previously.

ART EDUCATION.

Great Britain. Board of education. ... The teaching of drawing in a secondary school, being the development of intelligence through form and colour. London, H. M. Stationery office, 1924. 46 p. 12°.

Maugard, Adolfo B. A new method for developing creative imagination. University high school journal, 3: 247-55, December 1923.

A new procedure for learning graphic art based on the idea that arts are not to be learned but to be conceived by a developing process.

Whitford, W. G. Brief history of art education in the United States. Elementary school journal, 24: 109-15, October 1923.

Says that to-day the stress is more on the practical than ever before.

— The problem of differentiation and standardization of art work in modern high schools. School review, 32: 333-41, 420-31, May, June 1924.

Says there are two pronounced phases of art work which should be given special attention when planning the curriculum for the high school: (1) The element of differentiation; and (2) the element of universal standardization.

Winslow, Leon L. Program for junior high school industrial arts. Education, 44: 419-24, March 1924.

Gives New York State program for industrial arts education.

HANDWRITING.

Freeman, Frank N. and Dougherty, Mary L. How to teach handwriting; a teacher's manual. Boston, New York [etc.] Houghton Mifflin company, [1923] vi, 305 p. illus. 12°.

Shouse, J. B. Obstacles to good handwriting. Elementary school journal, 24: 301-6, December 1923.

A study in the psychology of handwriting.

SAFETY.

Beard, Harriet E. Safety first for school and home. New York, The Macmillan company, 1924. viii, 223 p. 12°.

This manual aims to present the principles that underlie the prevention of accidents in our streets and homes, also to offer some practical suggestions for remedying conditions that cause accidental injuries and deaths and for the systematic instruction and training of children during the years when their habits are being formed.

National safety council. Education section. An introduction to safety education. Chicago, National safety council [1924] 93 p. 8°.

A compilation based on existing courses of safety work, but including some new material, and designed to make more available what a number of cities have accomplished in this line of study. The general principles of safety education are given, also suggested topics for safety lessons, and a section on the project method as applied to safety teaching.

Payne, E. George. Education in accident prevention as a phase of the reconstruction of the curriculum. Journal of educational method, 3: 70-80, October 1923.

Read before the National conference on educational method, February 1923.

DRAMATICS AND ELOCUTION.

Benner, Joseph H. Dramatics as a factor in education. Education, 44: 228-33, December 1923.

Huntsman, Sara. Public speaking as a means in education. Quarterly journal of speech education, 10: 7-16, February 1924.

Read before the convention of the National association, Western section, July 1923.

O'Neill, James M. Objectives in speech education. Educational review, 66: 278-84, December 1923.

Parrish, W. Maxfield. What is public speaking? School and society, 18: 608-12, November 24, 1923.

Author gives the field and content of courses in public speaking.

Stagecraft and pageantry. School arts magazine, vol. 23, no. 9, May 1924.

This number appeals to those interested in school plays.

Thomas, Charles Swain, ed. The Atlantic book of junior plays; edited with introduction, comment, and interpretative questions. Boston, The Atlantic monthly press [1924] xxxiii, 320 p. 12°.

This book contains a collection of 13 junior plays, preceded by an introduction on appreciating the drama. Its design is to help to establish a surer taste for the type of play that is worth while, not only for acting, but also for reading, and to serve as an introduction to the later study of Shakespearean drama. The plays are followed by interpretative notes.

Truman, Emily V. Making oral English function. Education, 44: 562-70, May 1924.

Emphasizes the value of dramatics in oral English work.

KINDERGARTEN EDUCATION.

Chassell, Clara F. The army rating scale method in the kindergarten. *Journal of educational psychology*, 15: 43-52, January 1924.

Gives the ratings of form groups of kindergarten children in the Horace Mann school.

International kindergarten union. Pioneers of the kindergarten in America; authorized by the International kindergarten union, prepared by the Committee of nineteen. New York, The Century company, 1924. xxi, 298 p. plates. 12°.

Jonckheere, Tobie. . . . La pédagogie expérimentale au jardin d'enfants. 2. éd. avec 2 figures dans le texte. Bruxelles, M. Lamertin; Paris, F. Alcan, 1924. 168 p. incl. 2 diags. 12°.

Parker, Samuel C. and Temple, Alice. Unified kindergarten and first-grade teaching. *Elementary school journal*, 24: 13-27, 93-102, 173-83, 253-69, 333-47, 413-29, 483-506, September 1923-March 1924. bibliog.

Seven articles concluded in March, 1924, dealing with the subject from all sides.

Robb, Ethel. A children's year. *Journal of educational method*, 3: 157-67, December 1923.

Study of work done in a kindergarten by the writer, who is supervisor of kindergartens in Amsterdam, N. Y.

ELEMENTARY EDUCATION.

National education association. Department of elementary school principals. Second yearbook, 1923. The problem of the elementary school principal in the light of the testing movement. Washington, National education association, 1923. 480 p. tables, diags. 8°.

Contains: 1. S. A. Courtis: The contributions of measurement to teaching, p. 155-65. 2. A. J. Hamilton: Achievement testing in the elementary school, p. 169-85. 3. Mary C. Flynn: Classification according to the promotion age, p. 194-209. 4. Leonard Power: The effect of grouping according to intelligence in the Franklin school, Port Arthur, Texas, p. 249-67. 5. Elda L. Merton: The discovery and correction of reading difficulties, p. 346-63. 6. Clifford Woody: Chart of language aims with suggestions and activities for realizing them, p. 385-92. 7. E. L. Merton and G. O. Banting: Remedial work in arithmetic, p. 395-421. 8. L. J. Brueckner and Amy Souba: A diagnostic sheet in arithmetic, p. 421-29. 9. G. A. Yoakam: An evaluation of after-testing work, with bibliography, p. 433-42. 10. A. S. Gist: Education in a Platoon school, p. 445-61. 11. R. D. Chadwick: Auditorium studies, p. 451-62.

Cole, Thomas B. Readjustments in the elementary schools. *Elementary school journal*, 24: 453-57, February 1924.

A study made of the Seattle elementary school curriculum, by the Department of research, under the direction of Fred C. Ayer, University of Washington.

Fowler, Marie B. Dr. Meriam's school. *School and society*, 19: 238-48, March 1, 1924.

The University elementary school, Columbia, Mo., a type of the progressive schools, similar to the Francis W. Parker school, Horace Mann school, Sunset Hill school, etc.

Koos, Leonard V. Recent conceptions of the aims of elementary education. *Elementary school journal*, 24: 507-15, March 1924.

A review of the opinions of recent writers on the subject. Gives bibliography.

McMillan, Margaret. Education through the imagination. [2d ed.] London, G. Allen & Unwin, Ltd. [1923] 208 p. illus., plates. 12°.

A rewritten and enlarged edition of this book, with a preface by J. L. Paton, who writes that the hardest task of all in education is to keep alive amidst the actual the vision of the ideal. The creative energy of children is such an important factor in their lives that it should be carefully developed, and the author, after defining what creative energy is, endeavors to indicate the various forms in which it finds its manifestation at the earlier periods of life, and to determine its place and function in primary education.

Patri, Angelo. Talks to mothers. New York, London, D. Appleton and company, 1923. 64 p. illus. 12°.

Pickett, Lalla H., and Boren, Duralde. Early childhood education. Yonkers-on-Hudson, N. Y., World book company, 1923. viii, 220 p. illus. 8°.

Recent progress in theories and practices of primary education is reflected in this book, which discusses the principles underlying early childhood education and presents many concrete illustrations showing what these principles mean and how these ideals may be realized in the schoolroom. The experiments here recorded in detail were carried out with three groups of children.

Pierson, Clara D. Living with our children; a book of little essays for mothers. New York, E. P. Dutton & company [1923] xii [1] 239 p. 12°.

Pressey, L. W. The primary classification test. *Journal of educational research*, 9: 305-14, April 1924.

Presents a revision of the Pressey primer scale, which possesses certain marked improvements as regards the methods of giving it.

RURAL EDUCATION.

National education association. National council of education. Final report of the Committee on rural education. Washington, D. C., July, 1923. 100 p. diags. 8°.

Contains: 1. Carter Alexander: Publicity for rural education, p. 5-13. 2. L. N. Hines: The most effective administrative and taxing unit, p. 14-18. 3. Adelaide S. Baylor and J. C. Muerman: Consolidation of rural schools, p. 19-33. 4. H. W. Foght: The rural school curriculum, p. 34-39. 5. F. D. Cram: Tests and measurements in rural schools, p. 53-72. 6. J. F. Sims: Summary and recommendations, p. 95-100.

Burnham, Ernest L. The social problems of farmers. *Journal of rural education*, 3:241-46, February 1924.

Calhoun, J. T. Consolidated schools in Mississippi. Session 1922-23. Issued by W. F. Bond, state superintendent of education. [Jackson, 1923] 119 p. illus., maps. 8°. (Mississippi. Dept. of education. Bulletin no. 34.)

Cardozo, Francis L. The consolidation of rural schools. *Education*, 44:521-33, May 1924.

Discusses the advantages of consolidation, involving also the transportation of children to school at public expense.

Carney, Mabel. The rural influence and possibilities of junior high school organization. *Journal of rural education*, 3:65-71, October 1923.

"The junior high school organization must be brought well within the grasp of country children before they can make unchallenged claim to its great usefulness as a vital agency for the promotion of democracy."

Davidson, Isobel. Training in the right use of leisure. *Journal of rural education*, 3: 298-304, March 1924.

Dunn, Fannie W. and Everett, Marcia. An experiment in a rural school. *Teachers college record*, 25: 144-55, March 1924.

Discusses the work of the Experimental rural school of Teachers college, in the old Quaker Grove schoolhouse, Allamuchy Township, Warren County, New Jersey. One-teacher school conditions considered.

— What is rural school supervision? *Journal of rural education*, 3:198-203, January 1924.

Kells, Harry L.; Moeller, Hugh O. and Swain, Carl C. Rural school management. New York, Chicago [etc.] C. Scribner's sons [1924] xvi, 422 p. front., illus., tables, forms, diags. 12°.

The authors handle in a practical way the problems which arise in the one-teacher rural school both with relation to rural community life and with relation to school organization and administration and teaching procedure.

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Foster, Velma. Rural school supervision as seen by a rural teacher. Educational administration and supervision, 10: 181-88, March 1924.

Fuller, Rachel Anne. The country child's chance. Journal of rural education, 3: 275-80, February 1924.

Address before the Boone county teachers institute, Lebanon, Ind., January 18, 1924.

Graves, Frank P. Recent achievements and next forward steps in rural education. School and society, 19: 293-97, March 15, 1924.

Hoppes, W. C. Supervision of rural schools. Journal of rural education, 3: 261-72, February 1924.

Considers three phases of rural supervision, viz., the need, the present status, and a suggested national program. Says that intelligent leadership is essential to the coordination and unification of educational forces into a progressive rural school program.

Muellex, A. D. Standardization of rural schools. Journal of rural education, 3: 225-31, January 1924.

A sample rating-card is given.

Odell, C. W. A few data concerning the comparative efficiency of one-room and two to four-room rural schools. School and society, 19: 530-32, May 3, 1924.

Tables given to show the efficiency of two representative counties in Illinois regarding their rural schools.

Pennsylvania. Department of public instruction. One-teacher elementary schools. Handbook of organization and courses of study. Years I-VIII. [Harrisburg, 1924] 309 p. illus., diags. 8°.

Starrak, J. A. The present status of manual training in our rural consolidated schools, and a forward-looking program. Journal of rural education, 3: 75-78, October 1923.

Windes, Eustace E. Elementary rural school agriculture. Journal of rural education, 3: 97-104, November 1923.

The author believes that "rural elementary education is elementary education in a rural setting; that the child is to be given such training in the elementary school as will insure his integration with American society as a whole."

Yawberg, A. G. Principles and methods of rural school supervision. Journal of rural education, 3: 105-16, November 1923.

Gives a definite program of supervision.

SECONDARY EDUCATION.

National association of secondary-school principals. Eighth yearbook. Pub. by the Association, 1924. 222 p. 8°. (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. C. P. Briggs: The holding power of the high school, p. 1-10. 2. Franklin Bobbit: Functions of the high-school principal in curriculum-making, p. 10-16. 3. Susan M. Dorsey: The reconstruction of the junior high-school curriculum of Los Angeles, p. 31-40. 4. W. W. Kemp: The junior-college movement in California, p. 82-94. 5. L. V. Koos: Co-ordinating the work of the senior high school and junior college, p. 94-106. 6. R. J. Leonard: Suggestions for the place and function of junior colleges in a system of schools, p. 106-11. 7. J. W. Withers: The increasing burden of secondary and higher education, p. 112-19. 8. F. H. Swift: What we may learn from California and Massachusetts regarding high-school support, p. 196-209.

Alltucker, Margaret M. Is the pedagogically accelerated student a misfit in the senior high school? School review, 32: 193-202, March 1924.

"On a basis of this study of 135 cases, it would appear that the superior mental capacity of the accelerated student is the most potent factor in the realization of his general adaptation to the school environment."

Alltucker, Margaret M. What can the secondary school do for the student of low I. Q.? School review, 31: 653-61, November 1923.

Says that teachers should find at least one worth-while thing at which the limited pupil can succeed, train him in this, and let him feel honest success. The limited pupil too often leaves high school with a sense of failure.

The American high school. A symposium. New republic, 36: 1-27, November 7, 1923. (Educational section.)

Contains: (1) The high school in evolution, by Alexander Inglis, p. 1-3; (2) How much shall we pay for high schools? by Charles H. Judd, p. 3-5; (3) The social composition of the high school, by George S. Counts, p. 5-7; (4) Vocational training in secondary schools, by Wm. M. Proctor, p. 7-8; (5) A job for teachers' organizations, by Henry R. Linville, p. 9-11; (6) What is the high school teacher's job, by Lillian Herstein, p. 11-13; (7) Moral discipline in the high school, by H. S. T., p. 13-15; (8) The parent and the grade adviser, by Agnes M. Conklin, p. 15-17; (9) The rural high school, by George A. Works, p. 17-19; (10) The junior high school, by James M. Glass, p. 19-22; (11) The junior college movement, by Leonard V. Koos, p. 22-24; (12) Some foreign schools, by C. W. Washburne, p. 24-25; (13) What England is thinking, by R. W. Tawney, p. 26-27.

Belting, Paul E. The community and its high school. New York, Boston [etc.] D. C. Heath and company [1923] 371 p. forms, tables. 12°.

The author of this book aims to acquaint students of education and teachers with effective means of realizing the purposes of secondary education in modern life. After surveying the great changes which have taken place in the industrial and economic life of American society during the past century, he briefly sketches the history and purposes of secondary education in the United States, and shows how the high school may meet present-day needs.

California high school teachers' association. Committee of fifteen. Report . . . on secondary education in California, 1923. [San Francisco] California high school teachers' association, 1924. 405 p. forms, tables, diagrs. 8°.

A selected and annotated bibliography on professional literature in education for principals and teachers of secondary schools, prepared under the direction of F. C. Touton: p. 303-401.

Clements, S. L. A comparison of a group of high school "failures" with a group of successful students. School and society, 18: 715-20, December 15, 1923.

Some interesting findings are given.

Dunkerley, G. D., and Kingham, W. R. The assistant master; a guide to the profession of secondary teaching. London, Methuen & co., ltd., [1923] vii, 122 p. 12°.

Eikenberry, D. H. Permanence of high school learning. Journal of educational psychology, 14: 463-81, November 1923.

The object of this investigation was to determine the permanence of learning in certain subjects studied in high school but not continued in higher institutions. The study was made of two senior classes in educational psychology—one in Rutgers College; the other in the New Jersey college for women. A high retention was found in the case of United States history, second came ancient history, and so on down with geometry, Latin, chemistry and physics, in the order named.

Feingold, Gustave A. The sectioning of high-school classes on the basis of intelligence. Educational administration and supervision, 9: 399-415, October 1923. tables.

A discussion of the pros and cons of the homogeneous grouping of high-school pupils by means of intelligence tests, in which the author takes the affirmative side of the question.

— Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Concludes that the segregation of at least freshman classes in high school, yields positive and immediate benefits to the mentally alert as well as to the mentally slow pupils.

Fretwell, Elbert K. The adviser of girls and the extra-curricular activities of the high school. Educational administration and supervision, 10: 71-78, February 1924.

Paper read before the "Deans of girls in high schools" section of the Tenth annual meeting of the National association of deans of women, at Cleveland, February 27, 1923.

Gaiser, Paul F. Occupational representation in high school. Educational administration and supervision, 9: 537-46, December 1923.

"An investigation to ascertain the importance of the occupations of the fathers of high school students in determining attendance upon high school and length of stay in high school."

Horst, H. M. Student participation in high-school responsibilities. School review, 32: 342-55, May 1924.

Describes school responsibility in the West high school, Akron, Ohio. The social side of education is emphasized in this work.

Howe, C. M. The high-school teacher and athletics. School review, 31: 781-86, December 1923.

Hughes, W. Hardin. Some strong points and some weaker points in honor students. American educational digest, 43: 354-56, April 1924. diagsr.

Results of an investigation made by W. Hardin Hughes, Director of research and guidance in the Pasadena city schools, regarding 56 honor scholarship students who were graduated from the Pasadena high school last year.

Improving high school commencements. American educational digest, 43: 339-41, 366, 368, April 1924.

Opinions of various educators on present practices, with constructive suggestions.

Laird, Donald A. How the high-school student responds to different incentives to work. Pedagogical seminary, 30: 358-65, December 1923.

Osborne, C. H. C. Experiments in self-government in secondary schools. Journal of education and School world (London) 55: 789-91, December 1923. Conditions in England described.

Perry, Clarence Arthur. Frequency of attendance of high-school students at the movies. School review, 31: 573-87, October 1923.

Data gathered from questionnaires sent out by the National committee for better films to principals of high schools and by them submitted to their pupils as an English exercise.

Peters, Harry A. The honor system in secondary schools. School review, 32: 36-39, January 1924.

Discusses the honor system that exists in the University school of Cleveland, Ohio.

Roemer, Joseph. Report of the Commission on accredited schools of the Association of colleges and secondary schools of Southern states. High school quarterly, 12: 109-27, January 1924.

The report includes a list of schools accredited with the Southern commission, 1923-1924.

Ruch, G. M. A mental-educational survey of 1,550 Iowa high school seniors. Iowa City, The University [1923] 29 p. incl. tables. 8°. (University of Iowa studies in education. vol. II, no. 5).

On cover: University of Iowa studies. 1st ser. no. 72. December 1, 1923.

Sackett, S. F. An experiment in high-school democracy. Educational review, 67: 262-65, May 1924.

Scates, Douglas E. A study of high school and first year university grades. School review, 32: 182-92, March 1924.

The students selected for this study were those who entered the University of Chicago directly from the high schools of Chicago for the five years 1916-1922. Says there seems to be a substantial correlation between grades in high school and grades in the first year in college.

Terry, Paul W. High school seniors and international good-will. *Education*, 44: 177-88, November 1923.

— Is the high school developing a citizenship intelligently informed of Japanese-American relations? *School and society*, 18: 475-80, October 20, 1923. tables.

Thorndike, E. L. Mental discipline in high-school studies. *Journal of educational psychology*, 15: 1-22, 83-98, January, February 1924.

A study based on an examination in 1922 and a re-examination in 1923 of 8,564 pupils who, in 1922, were in grades 9, 10, and 11. The two examinations were alternative forms of a composite of tests of "general intelligence" that are in common use, plus certain ones added in order to have measures with spatial as well as verbal and numerical content.

Uhl, Willis L. The time element in high schools. *School review*, 32: 105-21, February 1924. tables.

An effort to discover how much time high-school students spend in extra-class study on each of their school courses.

Walker, Hugh A. C. Examinations in the high school. *School review*, 32: 209-217, March 1924.

Study undertaken in the Lynchburg high school, Virginia. Says that the final examination alone should not determine the student's standing or promotion but that good daily work is of far greater importance.

Zeleny, Leslie D. Some fundamental considerations underlying the development of morale in the high school. *Educational administration and supervision*, 9: 487-97, November 1923.

JUNIOR HIGH SCHOOLS.

Alltucker, Margaret M. A counseling plan for bridging the gap between the junior and senior high schools. *School review*, 32: 60-66, January 1924. diags.

Policy followed in the Berkeley high school, Berkeley, Calif.

Davis, Calvin Olin. Junior high school education. Yonkers-on-Hudson, N. Y., World book company, 1924. xi, 451 p. illus., plans, tables. 8°.

This is a comprehensive treatise dealing with all aspects of junior high school education. After discussing various definitions of the junior high school and stating the writer's conception of it, the historical development of the junior high school movement is traced.

Foster, C. B. The Latimer junior high school. *Elementary school journal*, 24: 279-89, December 1923.

Discusses the work of the Latimer school, Pittsburgh, Pa.

Glass, James M. Curriculum practices in junior high schools as revealed in a recent Commonwealth fund investigation. *High school quarterly*, 12: 154-60, April 1924.

Hawley, Hattie L. Teaching English in junior high schools; a study of methods and devices. Boston, New York [etc.] Houghton Mifflin company [1924] viii, 142 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Lyman, R. L. The guidance program of the Holmes junior high school. *School review*, 32: 93-104, February 1924.

Discusses "guidance" in the Holmes junior high school of Philadelphia, an experimental school of 1,700 pupils and 53 teachers. Presents four outstanding features of the program, viz.: personal guidance, remedial guidance, civic guidance, and cultural guidance.

Pechstein, Louis A. and McGregor, A. Laura. Psychology of the junior high school pupil. Boston, New York [etc.] Houghton Mifflin company [1924] xix, 280 p. diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

Switzer, C. F. Housing grades seven and twelve. *Education*, 44:114-53, November 1923.

Says that the junior high school should be established as a separate unit in those communities where a thousand or more pupils are available.

Terry, Paul W. Providing adequate housing accommodations for the junior high school. *School review*, 32: 13-26, January 1924.

Study based on returns from questionnaires sent to principals and superintendents of junior high schools.

Van Denburg, Joseph K. The junior high school in smaller centers. *Educational review*, 67: 90-93, February 1924.

The junior high school is an accomplished fact in the larger cities, and its fundamental advantages may be realized in every town and village, "if we realize that in its city form it can not be transplanted bodily into this different setting."

TEACHER TRAINING.

American association of teachers colleges. Year book. 1923. (H. C. Minnich, dean of Teachers college of Miami university, Oxford, Ohio, secretary-treasurer).

CONTENTS: Opportunities of the State teachers college, J. W. Withers.—Should the two-year normal schools of the United States become four-year teachers colleges, and why? D. B. Waldo.—What is professional training? A. Linscheld.—The scope of the work to be done by the teachers colleges, E. L. Hendricks.—Nationalization of teachers colleges, J. J. Tigert.—The teacher's load, J. D. Hellman.—The student's marks and load, N. A. Harvey.—The teachers college and its bureau of appointments, H. H. Seerley.—Student participation in government, Florence L. Richards.—Faculty participation in government, E. C. Page.

Conference on teacher training, Terre Haute, Ind. Proceedings, centennial conference on teacher training held at Terre Haute, Indiana, Thursday and Friday, December 6-7, 1923. [Terre Haute, 1923]. cover-title, 147 p. 8°. (Indiana state normal school bulletin, vol. xvii, no. 1)

Contains: 1. H. C. Minnich: History of normal schools in America, p. 28-40. 2. David Felmley: Collegiate rank of the normal school, p. 41-52. 3. W. P. Morgan: Growth of the state normal school, p. 54-74. 4. A. L. Suhrie: The teachers' college as a professional school, p. 75-89. 5. B. J. Burrus: The next step toward better schools, p. 93-99. 6. G. E. Maxwell: Standards for state teachers' colleges, p. 100-113. 7. J. R. Kirk: Elements hostile to the teachers' college, p. 114-23. 8. J. F. Sims: Ideal physical equipment for the teachers' college, p. 127-38. 9. Charles McKenny: Professional and academic equipment of the teachers' college faculty, p. 139-47.

President Kirk's address, no. 7 above, is reprinted in the *Journal of education*, 99: 91-95, January 24, 1921.

Agnew, Walter D. The administration of professional schools for teachers. Baltimore, Warwick & York, inc., 1924. 262 p. tables, diagr. 8°.

A study of current administrative practices in 30 teachers colleges in 18 states with recommendations for their improvement.

Churchman, Philip H. Training courses for modern language teachers. Pedagogical seminary, 30: 309-29, December 1923.

Says that the ideal teacher-training course will include some practice teaching, but will relegate pronunciation, syntax and literature to other courses.

Cook, William A. Introducing the student to practice teaching. *Educational administration and supervision*, 10: 294-302, May 1924.

Cooper, Homer E. Cost of training teachers; a method of determining cost and its application in the state of New York. Baltimore, Warwick & York, inc., 1924. 112 p. tables, diags. 8°.

Dakin, W. S. Training supervisors for rural schools. *Journal of rural education*, 3: 193-97, January 1924.

Writer says that a study of the present status of supervision training reveals that beyond a few elective courses in the leading educational training institutions, no concerted effort to train for rural school work is being made.

Hall-Quest, Alfred L. The Cincinnati plan of teacher training. *Educational administration and supervision*, 10: 129-41, March 1924.

Describes the cooperative plan in vogue in Cincinnati, one of the requirements of which is that all student teachers shall be college graduates before they can be admitted to the department of co-operative teacher training.

Humphreys, Harry Christopher. The factors operating in the location of state normal schools. New York city, Teachers college, Columbia university, 1923. vii, 152 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education no. 142)

Hubbell, Leigh G. The development of university departments of education in six states of the middle west, with special reference to their contribution to secondary-school progress. Washington, D. C., 1924. v, 126 p. 8°.

Thesis (Ph. D.) - Catholic university of America, 1924.

The states included in this study are Iowa, Michigan, Wisconsin, Indiana, Illinois, and Ohio.

Hutson, Percival W. High-school science teachers: a study of their training in relation to the subjects they are teaching. *Educational administration and supervision*, 9: 423-38, October 1923. tables.

The writer thinks that this study reveals a confusion of the cultural and vocational aims in our teacher-training institutions.

High-school teachers of the social studies: their training and the subjects they teach. *Journal of educational research*, 9: 93-108, February 1924.

A study based on data gathered from high-school teachers of Minnesota.

Training of the high-school teachers of Minnesota. Minneapolis, Minn., 1923. 3 p. l. 79 p. incl. tables, diagrs. 8°. (Bulletin of the University of Minnesota, vol. xxvi, no. 46. College of education. Educational monograph no. 3)

Johnston, Laura M. A program for training English teachers in normal schools. *Educational administration and supervision*, 10: 37-47, January 1924.

Jones, Lance G. E. The training of teachers in England and Wales; a critical survey. London, Oxford University press, H. Milford, 1924. x, 486 p. 8°.

This survey presents for the first time a comprehensive critical examination of existing arrangements for the education and training of teachers in England and Wales. The historical development of the system is first briefly traced. Next follows a review of the arrangements for the preliminary education and the professional training of the more important groups of teachers, elementary and secondary, the teachers of younger children and of certain special subjects, as well as the provisions made for the further training of teachers in service.

Kilpatrick, William H. The value of the philosophy of education in university schools of education. *School and society*, 18: 451-56, October 20, 1923.

Revised from the proceedings of the Society of college teachers of education, February 1923.

McKenny, Charles. The professional and academic equipment of the teachers' college faculty. *Journal of education*, 99: 40, 42, 44, 46, January 10, 1924.

Marwell, G. E. The standard for teachers' colleges. *Journal of education*, 99: 69-72, January 17, 1924.

Melvin, A. Gordon. The professional training of teachers for the Canadian public schools as typified by Ontario. Baltimore, Warwick & York, inc., 1923. 212 p. tables. 12°.

Since with the exception of Quebec and of Prince Edward Island, the systems of teacher training in the different Canadian provinces are, on the whole, similar, this account which takes Ontario as a norm is fairly representative for the whole Dominion. The book gives a history of teacher training in Ontario and discusses the government, personnel and curriculum of Ontario normal schools, also their contribution to the general problem of teacher training.

Moore, Mrs. S. M. The training and equipment of teachers. American annals of the deaf, 69: 130-44, March 1924.

Discusses the training of teachers for the deaf.

Overman, J. B. Preparation of teachers of mathematics for junior high schools. School science and mathematics, 23: 842-52, December 1923.

Pittman, Marvin S. Shall we train teachers for rural school service? Educational review, 67: 80-85, February 1924.

Emphasizes the importance of trained teachers for rural schools, and says that the university is in a strategic position for the improvement of rural life.

Randolph, Edgar Dunnington. The professional treatment of subject-matter. Baltimore, Warwick & York, inc., 1924. 202 p. 8°.

The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.

Reavis, W. C. The determination of professional curriculums for the training of teachers for secondary schools. School review, 32: 27-35, January 1924.

Says that the problem of determining curriculums for the training of high school teachers is distinctly the job of the teacher-training institutions.

Schutte, T. H. Distance and the normal school graduate. Educational administration and supervision, 9: 558-72, December 1923.

Concludes that progress in normal-school construction and organization lies not in numbers of schools but rather in larger schools.

Snedden, David. Job analyses, needed foundations of teacher training. Educational administration and supervision, 10: 30-36, January 1924.

Argues for a clearly defined, factored, and evaluated "job analysis" of the specific responsibilities likely or desirably to be met with in the training of teachers.

Taylor, William S. The development of the professional education of teachers in Pennsylvania. Philadelphia and London, J. B. Lippincott company, 1924. 293 p. tables, diagrs. 12°.

Covers the period from 1600 to 1923, and includes a final chapter on the future problem in this subject.

Teal, Fred L. Content and method in one-year normal courses. Educational review, 67: 36-39, January 1924.

Waldo, Dwight B. Should the normal schools become teachers' colleges? Educational review, 66: 198-200, November 1923.

Says that the atmosphere in the newly created four-year teachers' college shows marked improvement over that found in the previously existing two-year normal schools. They attract more competent instructors.

Whitcraft, L. H. The professional training of high school teachers. School review, 32: 218-23, March 1924.

Study of the catalogs of 179 institutions of higher education, in the territory of the North central association of colleges and secondary schools. Also includes an analysis of the requirements for state high school certificates of the states in which the institutions are located.

Withers, John W. The education of teachers for city school systems. American education, 27: 157-65, December 1923.

Author indicates what should be emphasized in the construction of normal school curricula and discusses a practical program for the education of teachers for city school systems.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

American association of university professors. Extra-collegiate intellectual service. Status of faculties in university government. Easton, Pa., The American association of university professors, 1924. 108 p. 8°. (*Its Bulletin*, vol. 10, no. 5, May 1924.)

The reports of two committees including a section of data concerning the actual status of faculties in university government in a number of institutions.

National league of teachers' associations. Year book, 1923-1924. [San Francisco?] Pacific press, 1923. 79 [1] p. 8°.

Ballou, Frank W. What constitutes a modern teaching force? *Baltimore bulletin of education*, 2: 167-69, 180-83, January 1924.

Address delivered before the Women's civic league and the Public school association of Baltimore, Maryland, December 14, 1923.

Beals, E. E. The need of service records for teachers. *American school board journal*, 67: 45-47, November 1923.

Brooks, Robert C. Tenure in colleges and universities. *School and society*, 19: 497-501, April 26, 1924.

Study based on a questionnaire sent out to 35 institutions.

Cook, D. H. Educational engineering [teacher placement]. *American school board journal*, 68: 49-51, April 1924.

Contains a suggested constitution for a projected teacher placement organization to be known as the National teacher placement league.

Denny, E. C. A study of school salaries in four states. *American school board journal*, 68: 53-54, May 1924.

Missouri, Kansas, Iowa, and Nebraska are the states studied in this article.

Frazier, Ben W. The selection of teachers. *American school board journal*, 68: 37-38, 139-40, May 1924.

A study on how to evaluate applicants, with weighted returns, methods of selection, the superintendent's part, etc.

Freyd, Max. A graphic rating scale for teachers. *Journal of educational research*, 8: 433-39, December 1923.

Directions for making the ratings, and the scales for first five traits, are given.

Horne, Herman Harrell. The teacher's code of honor. *School and society*, 19: 477-82, April 26, 1924.

Professional ethics for teachers.

Jacobs, Walter B. The status of the New England high school principal. *School review*, 32: 371-79, May 1924.

Study based on a questionnaire sent in June, 1923, to all the principals of the New England high schools.

Lewis, E. E. Factors determining salary schedules. *Journal of educational research*, 9: 199-212, March 1924.

Gives the basic principles of salary schedules.

Monroe, Walter S. and Clark, John A. . . . Measuring teaching efficiency. Urbana, University of Illinois [1924] 26 p. 8°. (*University of Illinois bulletin* vol. xxi, no. 22. Bureau of educational research. College of education. Educational research circular no. 25)

Bibliography: p. 18-26.

Nanninga, S. P. Teacher failures in high school. *School and society*, 19: 79-82, January 19, 1924.

Tables are given which have been compiled from data obtained from cities of over 2,500 population in the states of Washington, Oregon, Kansas, and Nebraska.

Pritchett, Henry S. The teacher's responsibility for our educational integrity. *School and society*, 19: 113-19, February 2, 1924.

An address before the Association of American colleges, January 1924.

Roberts, W. M. Pensions for Board of education employees in Chicago. *Chicago schools journal*, 6: 88-93, November 1923.

Mentions two important changes made in pension laws relating to the Chicago teachers.

Teagarden, Florence M. Professional ethics for educators. *Journal of the National education association*, 13: 64-67, February 1924.

Gives list of states that have officially adopted codes, arranged in order as to date of adoption.

Touton, Frank C. A self-rating score card for secondary-school principals. *Journal of educational research*, 8: 335-45, November 1923.

Wagner, Charles A. What should be the teacher's part in a scheme of teacher-rating? *American school board journal*, 68: 57-58, March 1924.

HIGHER EDUCATION.

Association of American colleges. Addresses at the tenth annual meeting . . .

Part I, International education. Ed. by Robert L. Kelly, executive secretary. 111 Fifth Avenue, New York city. 76 p. 8°. (*Its Bulletin*, vol. 10, no. 2, April 1924)

Contains: 1. G. E. MacLean: The American university union in Europe, p. 40-46. 2. W. Hullen: The Delaware plan of undergraduate foreign study, p. 46-57. 3. S. P. Dugan: Foreign students in American colleges, p. 63-74.

— Addresses at the tenth annual meeting of the Association of American colleges. Part II. New York, The Association of American colleges, 1924. [77]-209 p. diags. (fold.) 8°. (*Its Bulletin*, vol. 10, no. 3, May 1924)

Contains: 1. H. M. Gage, C. A. Richmond, M. L. Burton: The place of religion in higher education in America, p. 83-106. 2. R. W. Husband: Report of the Commission on psychological tests and methods of rating, p. 116-20. Discussion by C. R. Mann, p. 120-33. 3. C. L. Clarke: A study of the American liberal college, p. 144-49. Discussion, p. 149-53. 4. The function of the liberal arts college in a university: F. W. Chandler, p. 153-67; H. E. Hawkes, p. 167-78. 5. H. S. Pritchett: The teacher's responsibility for our educational integrity, p. 181-92. 6. Clyde Furst: Report of the Commission on the college curriculum, p. 196-209.

Association of American universities. Journal of proceedings and addresses of the twenty-fifth annual conference, held at the University of Virginia, November 9 and 10, 1923. [Chicago, Ill.] The Association [1924] 96 p. 8°.

Contains: 1. A. O. Leuschner: Utilization of national resources at Washington for university purposes of graduate study and research, p. 40-56. C. R. Mann: Bibliography on national university, p. 56-60. 2. R. L. Wilbur and others: The advantages of distribution of research funds to universities rather than to independent research institutions, p. 60-64. 3. H. E. Hawkes: The Columbia new type examination, p. 70-77. 4. A. Lawrence Lowell: The Harvard general examination, p. 81-85.

Papers 2, 3, and 4 above are each followed by discussion.

Association of governing boards of state universities and allied institutions. Proceedings, Chicago, Ill., November 12-13, 1923. 40 p. 8°. (D. W. Springer, secretary and treasurer, Ann Arbor, Mich.)

Allen, William Orville. Who shall go to college? *School and society*, 19: 230-32, February 23, 1924.

A study based on a survey of public high school seniors in 19 selected schools, and the findings thereof.

Anderson, Robert Van V. The selective university. *Education*, 44: 337-47, February 1924.

Discusses the work of a university with restrictive facilities for attendance.

Arps, George F. State supported universities and public education. *School and society*, 19: 503-9, May 3, 1924.

Address delivered before the Wisconsin teachers' association.

Aydelotte, Frank. Honors courses in American colleges and universities. Washington, D. C., The National research council of the National academy of sciences, 1924. 57 p. 8°. (Bulletin of the National research council, vol. 7, part 4. January, 1924. number 40)

Also in part in Bulletin of the American association of university professors, 10: 13-24, March 1924.

Baldwin, Charles S. Mass education. North American review, 219: 384-91, March 1924.

Compares methods of teaching in English and American universities.

Batchelder, Samuel F. Bits of Harvard history. Cambridge. Harvard university press, 1924. xiv, 323 p. front., plates. 8°.

This volume gathers from the three centuries of Harvard history a great store of tradition and fact based on contemporary records, fugitive pieces, official documents, and (for more recent years) personal recollections.

Blaney, Lindsey. Our colleges and literary disciplines. North American review, 219: 823-34, June 1924.

A plea for the humanities in institutions of higher education. Deprecates the invasion of the "liberal arts" courses with scientific and utilitarian studies.

Brady, Mary B. How students can borrow money with character as security. Independent, 112: 6, January 5, 1924.

Discusses the work of the Harmon foundation, New York city, which grants loans to groups of selected students in properly qualified colleges.

Brooks, Wendell S. Who can succeed in college. School and society, 19: 423-27, April 12, 1924.

Brown, Rollo Walter. Coeducation versus literature. Harper's magazine, 148: 784-90, May 1924.

Charges that coeducation makes men less humane by giving them a distaste for cultural courses.

Camp, Walter. The Frankenstein of college athletics. World's work, 47: 101-5, November 1923.

The writer would rearrange college athletics so that every student would have a place in them, thus benefiting every undergraduate rather than a few.

Carter, Allan L. The course in great literature for college undergraduates. Educational review, 67: 24-26, January 1924.

Urges the importance of the study of great literature, and the acquirement of it through translations.

Childs, H. G. Standards applying to college preparatory work versus standards applying to non-college preparatory work. High school quarterly, 12: 164-73, April 1924.

Coffman, Lotus D. Higher education: new administrative adjustments. American education, 17: 348-55, April 1924.

Cross, E. A. A modest proposal. Educational review, 67: 141-45, March 1924.

Discusses the reduction of attendance in over-crowded colleges. Proposes that the over-crowded colleges and universities shall give notice that they will discontinue the practice of accepting freshmen and sophomore students after October 1, 1925, and that in the future they will take care of senior college and graduate students only.

Crossman, L. E. On reviving the arts colleges. Educational review, 66: 269-75, December 1923.

Says that the arts colleges must accept a re-orientation, they must familiarize their students with the body of knowledge as a whole.

Davis, C. O. The teaching load in a university. *School and society*, 19: 556-58, May 10, 1924.

"It is a fair query to ask whether an instructor should be burdened with any greater teaching load than students are allowed to carry as a studying load."

Deardorff, Neva R. The new pied pipers, *Survey*, 52: 31-47, 56, April 1, 1924.

Discusses the aims and purposes of Girard college, Philadelphia, Pa.; Moosehart, near Aurora, Ill.; Carson college, Flourtown, Pa.; the orphanage at Hastings-on-Hudson, New York; and the Hershey industrial school, Hershey, Pa. Illustrated.

Dewey, John. The liberal college and its enemies. *Independent*, 112: 280-82, May 24, 1924.

— The prospects of the liberal college. *Independent*, 112: 226-27, April 26, 1924.

Says that obstacles to the development of the liberal college are not found primarily within the college, but lie rather in the temper of the American public.

Edmonson, J. B. and Mulder, F. J. Size of class as a factor in university instruction. *Journal of educational research*, 9: 1-12, January 1924.

Study based on data obtained in the school of education of the University of Michigan.

Eliot, Charles W. Harvard memories. Cambridge, Harvard university press, 1923. viii, 143 p. plates. 8°.

The publication of this book seems appropriate in view of the recent celebration of ex-President Eliot's ninetieth birthday. The contents consist of a reprint of three addresses on The traditions of Harvard college, The function of a university, and The Harvard yard and buildings.

The Fifteenth interfraternity conference. *School and society*, 18: 744-45, December 22, 1923.

Conference held in New York city, Nov. 30-Dec. 1. This report, signed "R. W.," announces the establishing of a new national fraternity, the Phi Kappa Pi, chapters of which will be organized within six months at institutions from New Hampshire to Iowa and Nebraska.

Forsyth, C. H. What it costs today to go to college. *School and society*, 19: 44-45, January 12, 1924. table.

A comparison of the costs of attending the University of Illinois in 1908-9, and Dartmouth College in 1922-23, etc.

Fort, L. M. College-admission requirements in the North Central association. *School review*, 31: 680-84, November 1923.

A study based on questionnaires sent out to all of the colleges, normal schools, and junior colleges in the North central association of colleges and secondary schools, requesting information about their practice concerning entrance requirements for the liberal arts course, or the course corresponding to that course. The uniform requirement is 15 units for entrance.

Hawkes, Herbert E. The function of the liberal arts college in a university. *School and society*, 19: 203-9, February 23, 1924.

High school and college—A symposium. *Journal of the New York state teachers' association*, 11: 97-112, April 1924.

The views given are from both the high school standpoint and the college standpoint.

Horn, P. W. The bad college risk. *School review*, 31: 670-79, November 1923.

Is not in favor of limiting college attendance and says that "If the American college is to refuse to take bad risks, it will thereby proclaim that it is at least different from the rest of America."

Hoskins, Halford L. Self-starting the Freshman college history course. *Historical outlook*, 14: 254-57, October 1923.

Study made of the subject designed for use in Tufts college

Johnson, Roy I. Study-habits and note-taking of graduate students. *School review*, 32: 293-99, April 1924.

Jordan, David Starr. The American university and some of its foes. School and society, 19: 1-5, January 5, 1924.

Kandel, I. L. What is a college for? American review, 1: 3-59, May-June 1923.

College should develop habits of study and vital intellectual interests and should stimulate intellectual effort and power of thought.

Kirkpatrick, J. E. Revolution in Latin-American universities. Survey, 51: 528-29, February 15, 1924.

Kunkel, B. W. The colleges and scientific leadership. School and society, 19: 411-12, April 5, 1924. table.

A study based on an examination of distinguished Americans listed in Cattell's American men of science, last edition.

— The representation of colleges in graduate and professional schools. School and society, 18: 745-50, December 22, 1923.

An effort to measure intellectual enthusiasm by ascertaining the representation of the alumni in graduate and professional schools.

Laird, Donald A. A study of some factors causing a disparity between intelligence and scholarship in college students. School and society, 19: 290-92, March 8, 1924.

Several suggestive findings are given in the concluding summary.

Marvin, Cloyd H. Relation of the university to the state. School and society, 18: 361-70, September 29, 1923.

Inaugural address of the president of the University of Arizona.

May, Mark A. Predicting academic success. Journal of educational psychology, 14: 429-40, October 1923.

Discusses the problem of defining and measuring academic success and of discovering and measuring the elements that compose it.

Meiklejohn, Alexander. Freedom and the college. New York and London, The Century co. [1923] xiv, 231 p. 12°.

A collection of papers which express the author's view on various phases of educational policy are given in this book. The career is presented of Elisha Benjamin Andrews, a leader in freedom, and Pawtucket, R. I., "the machine city," is described. In the field of college administration, papers are included dealing with the theory of the liberal college, and the unity and reorganization of the curriculum.

Metcalf, Maynard M. Research and the American college. Science, 59: 23-27, January 11, 1924.

Research work at Oberlin college, Ohio. Emphasizes the promotion of research work in college.

Minnesota. University. Committee on educational guidance. Report of the Committee on educational guidance to President L. D. Coffman, University of Minnesota. [Minneapolis, 1923] cover-title, 67 p., 2 l. 8°. (The Bulletin of the University of Minnesota. vol. xxvi, no. 31. August 4, 1923)

Murray, Elsie. Freshman tests in the small college. Journal of applied psychology, 7: 258-76, September 1923.

Describes a freshman group intelligence test which was given at Sweet Brier college, Va.

National research council. Research information service. Fellowships and scholarships for advanced work in science and technology. [Washington, D. C., The National research council of the National academy of sciences, 1923] 94 p. 8°. (Bulletin of the National research council. vol. 7, pt. 2, no. 38. Nov., 1923)

North, Cecil C. A neglected function of American higher education. School and society, 18: 729-33, December 22, 1923.

Discusses the need for a cultivation of idealism and moral vision.

Perkins, Henry A. The American college. North American review, 219: 533-44, April 1924.

Would devote the first two years to general courses in the humanities; the last two to studies of a practical nature; and shorten the period of preparation for the professions.

Rogers, Lester B. Relation of the college of letters and science to the professional schools. Educational review, 67: 204-11, April 1924.

Smythe, George Franklin. Kenyon college; its first century. New Haven. Pub. for Kenyon college by the Yale university press, 1924. x, 349 p. front, plates, ports. 8°.

Thurber, Clarence H. State aid for higher education. Educational review, 67: 2-56, May 1924.

Shows that a study of all the different forms of fiscal support given by states to their higher educational institutions shows that 63 institutions of 81 investigated receive state and through annual or biennial appropriations.

Updegraff, Harlan. The internal administration of the college. School and society, 18: 631-41, December 1, 1923.

Inaugural address of the president of Cornell college.

Walters, Raymond. Statistics of registration in American universities and colleges, 1923. School and society, 19: 173-81, February 16, 1924. tables.

Wilson, William R. On the failure of the college to handicap its graduates. School and society, 19: 149-53, February 9, 1924.

"A paper which the writer has never been asked to give before a faculty of Arts and Sciences."

JUNIOR COLLEGES.

Harbeson, John W. The place of the junior college in public education. Educational review, 67: 187-91, April 1924.

Says that the junior college is in reality a secondary school, consequently it should be placed in the secondary school system instead of being attached to the university.

The junior college. High school quarterly, 12: 73-75, January 1924.

FEDERAL GOVERNMENT AND EDUCATION.

Tucker, Henry St. George. The so-called Sterling-Towner bill. Congressional record, January 7, 1924. Appendix. p. 654-78.

Speech of Hon. Henry St. George Tucker, of Virginia, in the House of Representatives, Thursday, January 3, 1924. Opposed to the bill.

Watkins, Isabel. Federal aid for education. An outline and collation of material for the South Carolina high school debating league. [Columbia, S. C., 1924] 130 p. 8°. (Bulletin of the University of South Carolina no. 135, Jan. 1, 1924)

Williams, Charl Ormond. Putting you in education. Good housekeeping, 78: 35, 164-70, February 1924. illus.

"The purpose of the Education bill, perhaps the most important measure now before Congress, and one that you should work for, is explained by the field secretary of the National education association."

SCHOOL ADMINISTRATION.

Clement, J. H. How should school supervision be differentiated from school administration. *Kansas teacher*, 18: 7-11, December 1923.

The article contains numerous quotations from superintendents regarding the definitions of these terms.

Deffenbaugh, W. S. The selection of the school superintendent. *American school board journal*, 68: 36, 104, June 1924.

Edmonson, J. B. and Lewis, Erwin E. Problems in the administration of a school system. Bloomington, Ill., Public school publishing company [1924] 94 leaves. 4°.

Edwards, I. N. Recent judicial decisions relating to the powers of boards of education. *School review*, 32: 445-54, June 1924.

Discusses decisions regarding the authority of school boards to control the dress of pupils; district liability for negligence; authority of school boards to prescribe the method of vaccination; prohibition of high-school fraternities, etc.

Hood, William B. The composition of county boards of education. *American school board journal*, 67: 35-37, November 1923.

The county as a source of school support. *American school board journal*, 68: 37-38, February 1924.

Does the county unit need better definition? *American school board journal*, 67: 35-36, 138, August 1923.

MacCaughy, Vaughan. Schools and taxes in California. *School and society*, 19: 101-106, January 26, 1924.

Peel, Arthur J. Simplified school accounting. *American school board journal*, 68: 37-38, December 1923; 49-50, February 1924.

These are articles no. VII and VIII of a series which began in the February, 1923, issue, and follows in the March, May, June, September and October issues of the periodical.

Scott, Charles E. Educational supervision. *American school board journal*, 68: 36, 131, 43-44, 39-40, 47-49, 107, March-June, 1924.

To be continued.

Studebaker, J. W. School board organization and the superintendent. *American school board journal*, 68: 37-39, 133-34, April 1924.

Read before the Department of superintendence of the National education association, February 1924.

Sutton, William Seneca. Problems in educational administration. Austin, 1923. 80 p. 8°. (University of Texas bulletin no. 2345. December 1, 1923.)

EDUCATIONAL FINANCE.

Alexander, Carter. The work of the Educational finance inquiry. *Teachers college record*, 25: 212-22, May 1924.

Haas, Francis B. Supervision of the budgets of state educational institutions. *Annals of the American academy*, 113: 112-20, May 1924, no. 202.

The author, who is director of the administration bureau, Department of public instruction of Pennsylvania, declares that "state supervision must accompany state money."

Hardy, H. Claude. A study of school costs, Fairport, New York. New Milford, Pa., Advertiser press, 1923. 42 p. 8°.

Hunt, Charles W. The cost and support of secondary schools in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 107 p. tables, diagrs., form (fold). 8°. (The Educational finance inquiry, vol. III.)

This study presents data with respect to the per-pupil yearly cost of high schools, and of various high school subjects. In both cases the data are segregated by the size of the communities within the state. In addition, it investigates the school factors which have a bearing on high school costs, and the abilities of communities of all types to support secondary schools.

McGaughy, J. B. The fiscal administration of city school systems. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. 95 p. tables, diagrs. 8°. (The Educational finance inquiry, vol. V)

— Who shall determine the amount of the city school budget? American city, 30: 350-52, April 1924.

Newcomer, Mabel. Financial statistics of public education in the United States, 1910-1920. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. vii, 188 p. tables, diagrs. 8°. (The Educational finance inquiry, vol. VI)

A general demand has been noted from various classes of inquirers, especially from educators, for authoritative information on the cost of public education, so presented as to permit comparisons between the states.

Pratt, Orville C. Recent achievements in budget planning. American school board journal, 68: 41-42, March 1924.

Abstract of a paper prepared for the Department of superintendence, Chicago, February 24-25, 1924.

Stoops, R. O. Elementary school costs in the state of New York. A report reviewed and presented by the educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 123 p. tables, diagrs. 8°. (The Educational finance inquiry, vol. II.)

This study presents data regarding the cost of kindergartens and elementary schools segregated by the size of communities within the state, by grades, and by subjects within the grade. It distinguishes, as well, between the expenses involved for teaching and for other items.

Strayer, George D., and Haig, Robert Murray. The financing of education in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1923. xiii, 205 p. tables, diagrs. 8°.

This first volume to appear of the Educational finance inquiry seeks to present a sound formulation of the principles involved in financing education, by a thorough study of conditions within one state. New York state was chosen because of its unusually complete fiscal records, and because it presents almost every possible form of school economic condition, type of community, and geographical area.

Swift, Fletcher Harper. Lessons from Massachusetts school finance. I. State policies. II. Local policies. American school board journal, 68: 49-51, May 1924; 40-41, 104, 107, June 1924.

Swift, Fletcher Harper; Graves, Richard A., and Tiegs, Ernest Walter. Studies in public school finance. The East: Massachusetts, New York, New Jersey. Minneapolis, University of Minnesota, 1923. xi, 240 p. tables (partly fold.) diagrs. 8°. (Research publications of the University of Minnesota. Education series, No. 2.)

This monograph is one of a series of studies of systems of school support in a number of individual states. These studies are designed to supply complete and detailed knowledge on the basis of which scientific principles of school finance may be formulated and then applied to accomplish much-needed reforms in methods of school administration.

Twente, John W. Budgetary procedure for a local school system. Montpelier, Vt., Capital city press, [1923]. 184 p. 8°.

Bibliography: p. 137-39.

SCHOOL MANAGEMENT.

Anderson, C. J. and Bush, Maybell G. The supervisor at work --I. Journal of educational method, 3: 136-44, December 1923.

Constructive suggestions to the supervisor.

Ashbaugh, E. J. Reducing the variability in teachers' marks. Journal of educational research, 9: 185-98, March 1924.

Illustrated with tables and graphs.

Batchelder, Nathaniel H. Cooperative school government. Harvard graduates' magazine, 32: 371-82, March 1924.

An experiment in student government described.

Blumenthal, Frances. A new method for approximating the homogeneous grouping of school children. Educational administration and supervision, 10: 321-29, May 1924.

The grouping of school children of similar ability is discussed.

Constance, Jennie M. and Hanna, Joseph V. An experiment in sectioning freshman English. Educational review, 67: 150-53, March 1924.

Describes experiment at Bradley [polytechnic institute in sectioning classes in freshman English on the basis of ability.

Engelhardt, N. L. A score card of the records and reports of a city school system. American school board journal, 68: 70, 72, 74, April 1924.

The score card suggested follows closely the Strayer-Engelhardt score card for school buildings.

Feingold, Gustave A. Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Says that the segregation of at least freshman classes in high school yields "positive and immediate benefits to the mentally alert as well as to the mentally slow pupils."

Garrett, Henry E. An empirical study of the various methods of combining incomplete order of merit ratings. Journal of educational psychology, 15: 157-87, March 1924.

Gates, C. Ray. The management of smaller schools. Boston, New York [etc.] Houghton Mifflin company [1923] ix, 174 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

The writer offers this book as a pioneer attempt to bring to those in the smaller schools some of the results of a rather extensive study of educational literature as well as a considerable experience as teacher, principal, and superintendent in small-school systems.

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Honeywell, R. J. A convenient grading system. *Educational review*, 68: 26-28, June 1924.

Suggests that the course grade be expressed in per cents, and that every exercise to be considered in determining this grade be given an appropriate numerical value so that the highest possible credits in all when added together will equal one hundred.

Irwin, Elizabeth A. and Marks, Louis A. Fitting the school to the child; an experiment in public education. New York, The Macmillan company, 1924. xxvi, 339 p. tables, diagrs. 8°. (Experimental education series, ed. by M. V. O'Shea.)

The story of the grading of children in Public school no. 64, Manhattan, an experiment carried on by the Public education association of New York in cooperation with the school authorities.

John, Rolland R. The principal's load. *School review*, 31:748-55, December 1923.

Result of a study based on a questionnaire sent out to a number of high school principals, but does not include the returns on the "loads" of junior high school principals, or vice-principals.

Lively, Bertha A. and Pressey, S. L. A method for measuring the "vocabulary burden" of textbooks. *Educational administration and supervision*, 9: 389-98, October 1923.

Based on the result of an investigation regarding the number of technical words in a junior high-school science book, which revealed an astounding number of technical words.

Park, Ford B. A grading and promotion plan based on the use of intelligence and educational tests. *Elementary school journal*, 23: 219-26, November 1923.

Thinks that such a plan is a start on the problem of grading and promotion on a sound and democratic basis.

Parmenter, Ethel M. The concentration study hall. *School review*, 32: 53-59, January 1924.

The problem of study-hall conditions at the East technical high school, Cleveland, Ohio. Standards formulated by the students' council described.

Banow, George R. Educational exhibits—a neglected opportunity. *Educational administration and supervision*, 9: 499-505, November 1923.

Gives a list of firms who furnish exhibits, and states that he has letters giving permission to use the names. Discusses the educational and advertising values of exhibits.

Rasey, Lee C. A program arrangement for mental groups. *School review*, 31:608-11, October 1923.

Homogeneous grouping of students according to mental ability determined by tests.

Reavis, W. C. The administration of supervised study. *School review*, 32: 413-19, June 1924.

Ross, Clay Campbell. The diagnostic value of individual record cards. *Educational administration and supervision*, 9: 439-44, October 1923. tables.

An attempt to determine the value of report cards of pupils from elementary grades through high school to vocational counselors and other persons engaged in advising pupils concerning future careers.

Simpson, Mabel E. The relation between the principal and the supervisor. *Journal of educational method*, 3: 226-32, February 1924.

Strayer, George D. and Engelhardt, N. L. A score card and standards for the records and reports of city school systems. Preliminary ed. New York city, Teachers college, Columbia university, 1923. 2 p. l., 81 [5] p. 8°.

"Partial bibliography": p. 80-81.

Tope, B. E. and Groom, Emma. Size of class and school efficiency. *Journal of educational research*, 9: 126-32, February 1924.

Yawberg, A. G. Instructional supervision with the announced visit as an important factor. *School review*, 31: 763-76, December 1923.

Effective supervision requires 5 essential conditions: 1. A high grade teaching corps; 2. Superintendent and teachers must have definite goals of attainment; 3. Help and direction must be given to attain these goals; 4. Results must be tested and checked in order that such attainment be known; 5. Co-operation must be developed between teachers and superintendent.

CURRICULUM MAKING.

National education association. Department of superintendence. Second yearbook. 1924. The elementary school curriculum. Washington, National education association, 1924. 296 p. tables, diagrs. 8°.

Contains: Part I, The elementary school curriculum—1. B. T. Baldwin: The capacity of the child for education, p. 15-29. Part II, Machinery and organization for devising, revising, and supervising the curriculum—2. H. B. Wilson: The administrator's viewpoint, p. 37-45. 3. Worth McClure: The principal's viewpoint, p. 50-60. 4. Jeannette Jacobson: The class-room teacher's viewpoint, p. 62-66. 5. Florence M. Hale: The rural viewpoint, p. 68-76. Part III, A general analysis of present elementary school curriculum practice—6. W. S. Gray: The scientific determination of a valid program of reading instruction, p. 105-9. 7. J. F. Hosie: The course of study as an instrument of supervision, p. 127-20. 8. Agnes E. Doherty: Time allotment of subjects—Days and weeks, p. 173-85. 9. Alice Barrows: The work-study-play, or platoon, plan, p. 214-24. Part IV, Recent developments—10. J. M. Glass: Present curriculum practices in the junior high school, p. 227-42.

Barr, A. S. Making the course of study. *Journal of educational method*, 3: 371-78, May 1924.

Discusses the steps in curriculum construction, who shall make the course of study, organizing the course of study, and the development of detailed teachable units. To be concluded.

Bobbitt, Franklin. How to make a curriculum. Boston, New York [etc.] Houghton Mifflin company [1924] 292 p. 12°.

Presents the point of view and the methods of work employed in the ten-year program of curriculum improvement which was begun two years ago by the teachers and supervisory officials of Los Angeles, with the advisory assistance of Prof. Bobbitt, of the University of Chicago.

Clement, John Addison. The business of scientific curriculum making in secondary education. *School science and mathematics*, 24: 121-30, February 1924.

Read before the Illinois academy of science at Galesburg, 1923.

Curriculum making in secondary schools. New York, H. Holt and company, 1923. 534 p. tables, diagrs. 12°.

The work makes a detailed survey of the program of secondary studies as a whole. The fundamental thesis is that the core of secondary school curricula should be primarily social, which means that social studies and social objectives should constitute a considerable part of a pupil's curriculum throughout each year of the six years, at least, of secondary education.

Kyte, George C. The cooperative development of a course of study. *Educational administration and supervision*, 9: 517-36, December 1923.

An account of the development of the course of study in history and civics for the kindergarten and elementary grades of the city of Berkeley, California.

Bugg, Harold. Curriculum-making: what shall constitute the procedure of national committees? *Journal of educational psychology*, 15: 23-42, January 1924.

EXTRA-CURRICULAR ACTIVITIES.

Chamberlain, Arthur H. High school fraternities. *Sierra educational news*, 20: 156-60, March 1924.

Author favors strict enforcement of the state anti-high school fraternity law, and is strongly opposed to secret fraternities in high school.

Clark, Thomas A. The busy undergraduate. *Journal of the New York state teachers' association*, 11: 91-97, April 1924.

It is the author's belief that the undergraduate through his extra-curricular activities is determining and directing his own education.

Collier, E. R. Occupational cooperation and its demands upon the school. School and society, 18: 481-87, October 27, 1923.

Organized "student participation" offers opportunities for experience in cooperation. The author makes some suggestions as to what schools may do to develop ability in students to cooperate in school life.

Dement, Alice L. Values in extra-curricular organizations in the high school. School review, 32: 40-48, January 1924.

Study based on questionnaires sent to 65 high schools in the state of California.

Fretwell, Elbert K. The adviser of girls and the extra-curricular activities of the high school. Educational administration and supervision, 10: 71-78, February 1924.

Glueck, Bernard. Some extra-curricular problems of the classroom. New York. Joint committee on methods of preventing delinquency [1924] cover-title, 15 p. 8°. -- (Joint committee on methods of preventing delinquency. Publication no. 3.)

Also in School and society, 19: 143-49, February 9, 1924.

Nixon, O. F. Student publications in high schools. American school board journal, 67: 45-47, December 1923.

The information in this article was gathered through questionnaires prepared and sent out by the author during the spring of 1922.

Sherwood, H. N. The value of high school publications. Educational review, 67: 20-21, January 1924.

Acknowledges the value of high school publications, but thinks they ought to be carefully supervised.

Thalheimer, Joseph A. School publications. Education, 44: 429-36, March 1924.

Declares that the school publication is probably the greatest single factor, with the possible exception of the assembly, in the fullest development of school spirit. Gives advice as to conduct of school journals.

Worcester, D. A. The effect of outside work and athletics upon scholarship. School and society, 18: 779-80, December 29, 1923. tables.

SCHOOL BUILDINGS AND GROUNDS.

Booth, W. S. Representative city elementary school buildings of Illinois. The law governing the sanitation of school buildings. Francis G. Blair, superintendent of public instruction. W. S. Booth, supervisor of city elementary schools. [Springfield, Ill., Jeffersons printing company, 1924] 134 p. illus., plans. 8°. ([Illinois. Dept. of public instruction] Circular no. 182.)

Borden, W. W. Buildings and equipment for junior high schools. American school board journal, 68: 47-48, April 1924.

Challman, Samuel A. Rooms and equipment for industrial arts. American school board journal, 48: 71-75, 132, 135, January 1924.

Illustrated with plans and charts.

Engelhardt, N. L. School building programs. American city, 30: 51-55, January 1924.

The scientific development of school building programs as exemplified in Solvay, N. Y.

Ittner, W. B. High cost and sane economies in the building of schools. Elementary school journal, 24: 365-67, January 1924.

Says that boards of education and superintendents may bring about sane economy in their building policies by means of centralization. Centralization involves the building of fewer and larger schools.

Kimball, D. D. Twelve years of school building ventilation. *American school board journal*, 48: 54-56, 140; 51-52, 132, 135, January-February 1924.

Kingsley, Clarence D. School building planning and educational engineering. *American school board journal*, 48: 49-50, January 1924.

Neale, Mervin G. and Severson, Sigurd B. A school building program for the City of Winona, Minnesota. Minneapolis, Minn., 1922. x, 66 p. 8°. School-building survey. *Elementary school journal*, 24: 168-71, November 1923.

A survey of the city of Ottawa, Kansas, made by the Bureau of school service of the University of Kansas, to prepare a plan for building the new schoolhouses which the school system of that city needs.

Sibley, Ernest. Planning schools for educational purposes. *School review*, 32: 288-92, April 1924.

Offers as a concrete example of the development of a school plan, the new high school building at Hempstead, Long Island.

Smith, H. L. Suggestions on schoolhouse planning. Prepared and issued under the direction of Benjamin J. Burris, state superintendent. February, 1924. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1924. 24 p. 8°. (Indiana. Dept. of public instruction. Bulletin no. 70.)

SCHOOL HYGIENE AND SANITATION.

Aikin, C. V. Medical inspection of schools and correction of defects. *Nation's health*, 5: 864-66, 936, December 1923.

Says that the three most important existing factors for securing corrections are (1) The grade-teacher; (2) the child himself; and (3) the physicians practising in a community.

Anderson, Elma I. Hot lunches served in consolidated schools. *Nation's health*, 6: 97-98, 142, February 1924.

Describes plans for arranging and serving the supplementary hot dishes at minimum trouble and cost.

Arnold, E. H. Posture in the light of science. *American physical education review*, 28: 361-65, October 1923.

Baldwin, Bird T. The use and abuse of weight-height age tables as indexes of health and nutrition. *Journal of the American medical association*, 82: 1-4, January 5, 1924.

The data were secured from the records of 74,000 boys and 55,000 girls.

Beeson, Marvin F. The need of more adequate medical examination of school children in the United States. *Pedagogical seminary*, 30: 382-88, December 1923.

Work in this country and in England.

Bluhm, M. M. The practical application of preventive dentistry to public school system. *Dental cosmos*, 65: 1317-22, December 1923.

Says that preventive dentistry can not be practiced efficiently on the adult, but can be best applied to childhood in school life.

Brydon, Mary E. The Virginia plan for health education in the public schools. *American journal of public health*, 14: 229-33, March 1924.

Buck, Carl E. The standardization of school medical inspection. *American journal of public health*, 13: 1017-23, December 1923.

Gives the scale of grading physical conditions which is being used in Detroit.

Cooper, G. M. The public school clinics of North Carolina. *Nation's health*, 6: 12-14, 66, January 1924.

Dansdill, Theresa. Health training in schools; a handbook for teachers and health workers. Prepared for the National tuberculosis association . . . in consultation with C. M. De Forest. New York, National tuberculosis association, 370 Seventh avenue, 1923. xiii, 405 p. illus. 8°.

Presents a complete course of health lessons, based upon information, specific acts, corrective exercises, projects, stories, poems, and games. Outlines for lessons throughout the year are provided for every grade below the high school, also actual material for each lesson.

Dodson, John M. The physician in child welfare and health education. n. p. [1924] p. 159-65. 8°.

Reprinted from Hospital social service, IX, 1924, 159.

Read before the American child health association, Detroit, Michigan, October, 1923.

Eye strain of school children. Nation's health, 5: 711-12, October 1923.

A study of lighting of schoolrooms, etc. Illustrated.

Goler, G. W. and Johnson, A. M. Medical school inspection in Rochester, N. Y. Journal of the American medical association, 81: 1548-51, November 3, 1923.

Illustrated with maps, diagrams, and facsimiles of cards used.

Mattfield, H. W. A study in smoking. School and society, 19: 26-31, January 12, 1924.

An appeal to the innate idealism in every boy will accomplish more towards eliminating smoking than perhaps anything else.

Neumayer, S. W. Medical and sanitary inspection of schools for the health officer, the physician, the nurse, and the teacher. [2d ed.] Philadelphia and New York, Lea & Febiger, 1924. x, [17]-462 p. plates, illus., forms, diagrs., tables. 8°.

Reasner, William F. The recording of schoolroom data on communicable diseases. Journal of the American medical association, 81: 1857-60, December 1, 1923.

The schools selected for the study represented each geographic subdivision of the Minneapolis school system and an enrolment of nearly 10,000 children.

Spencer, Mary E. Medical supervision in Catholic schools. Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 47 p. forms, tables. 12°. (Education bulletins, no. 1, January, 1924.)

This pamphlet deals with the practice of medical supervision as it now affects the Catholic school, demonstrates the necessity of adequate supervision in support of health education, discusses means of financing the service, and gives general information regarding supervision for the aid of both teachers and supervisors.

Sundwall, John. The training of teachers and leaders for health education. Journal of educational method, 3: 233-38, February 1924.

SOCIAL HYGIENE.

Gilman, Catheryne C. An organization to assist mothers in their responsibility for social hygiene education. Journal of social hygiene, 9: 411-21, October 1923.

Discusses the work of the Women's cooperative alliance of Minneapolis.

Gosline, Harold I. A rational system of sex instruction. Journal of social hygiene, 9: 466-77, November 1923.

Gruenberg, Benjamin C. Parents and sex education. I. For parents of children under school age. New York, The American social hygiene association [1923] vi, 100 p. 12°.

While this book has been written primarily to aid parents, it is also intended to be of service to teachers of children or young people, in imparting sex training.

Oberndorf, C. P. Sex education in the light of analytic experience. *Mental hygiene*, 7: 734-43, October 1923.

Doubts the advisability of lectures on sex hygiene to classes or large groups of either sex in high schools. Says that a psychiatrist should be attached to the staff of every high school and college.

Richards, Florence H. Sex education and the schools. *Journal of social hygiene*, 9: 396-403, October 1923.

Outlines courses of study. Emphasizes the biological sciences as best adapted for indirectly imparting sex education because of their frequent dealing with sex and reproduction in plants and animals.

PUBLIC HEALTH.

Downing, Elliott B. The teaching of hygiene and sanitation. *School science and mathematics*, 23: 613-23, 739-48, October, November 1923.

Hill, H. W. Should we have faculties of public health. *Science*, 59 n. s.: 153-56, February 15, 1924.

Advocates such faculties because there are certain specific subjects peculiar to public health that are not taught in medical curricula.)

Sundwall, John. The training of teachers and leaders for health education. *Journal of educational method*, 3: 233-38, February 1924.

Discusses hygiene and public health, school hygiene, theory and practice of physical education and athletics.

Symonds, Percival M. Health habits, related knowledge and problems of health. *Education*, 44: 261-73, 365-76, January-February, 1924.

Discusses knowledge relating to community hygiene, and general health problems.

MENTAL HYGIENE.

Taft, Jessie. The relation of the school to the mental health of the average child. *Mental hygiene*, 7: 673-87, October 1923.

Says that the only practical and effective way to increase the mental health of a nation is through its school system.

Treadway, Walter L. The place of mental hygiene in the schools. *American journal of public health*, 13: 928-37, November 1923.

Williams, Frankwood E. A selected list of books on mental hygiene and allied subjects. *Mental hygiene*, 8: 326-39, January 1924.

PHYSICAL TRAINING.

Bukh, Neils. How the Danish revolution in physical education has revitalized the physical culture of Europe. *Playground*, 17: 445-46, 467, 479, November 1923.

"As told for America by its leader."

Dawson, George E. The educational content of physical education. *American physical education review*, 28: 355-61, October 1923.

Author believes that physical education should become one of the most effective agencies in individual and racial growth.

Dodson, Frances A. Physical education—a new plan. *Virginia teacher*, 4: 217-22, September-October 1923.

Physical education in the Dalton plan and in its outgrowth the "Progress book" idea which is used in the Harrisonburg training school.

Howe, C. M. The high school teacher and athletics. *School review*, 31: 781-86, December 1923.

Discusses the "grave and ever increasing problem" with its attendant evils

Pearce, Palmer E. Athletics and education. High school quarterly, 12: 19-27, October 1923.

The author is a Brigadier-General, U. S. A.

Perrin, Ethel. Athletics for women and girls. Playground, 17: 658-61, March 1924.

Address given at the Recreation congress, Springfield, Illinois, October 10, 1923.

Starrak, J. A. The problem of athletics in our consolidated and small town high schools. Journal of rural education, 3: 311-17, March 1924.

The author criticizes the athletic work in the small high schools, but also tells how matters may be remedied.

Tigert, John J. The campaign for national physical fitness. Playground, 18: 600-2, 622, February 1924.

Address delivered at tenth Recreation congress, Springfield, Illinois, October 8-12, 1923.

Wright, F. L. The place of athletics in the curriculum. Education, 44: 299-307, January 1924.

Says that athletics will never become a part of the curriculum until administered by the superintendent of schools and the board of education. Every athletic coach should be a real teacher, having carefully prepared himself in biology, sociology, psychology, and education.

PLAY AND RECREATION.

Chase, Daniel. Fourteen points in good sportsmanship. Playground, 17: 392-94, October 1923.

Community recreation leadership in 680 cities. Playground, 18: 11-24, April 1924. illus.

Gillkey, Charles W. Recreation and the church. Playground, 17: 495-98, December 1923.

States that religion and recreation belong together as creative agencies.

Lamkin, Nina B. Neighborhood parties. Playground, 17: 387-90, 422-24, October 1923.

Suggestions for neighborhood days and evenings.

Rainwater, Clarence E. Play as collective behavior. Journal of applied sociology, 8: 217-22, March-April 1924.

Discusses the subject under the following heads: Ascendency of collective responses, Dependence of play on group experience, Rise of the traditional game, Play dissociated from other behavior, and Socio-rational determination of play.

Sibley, Ernest. The comprehensive school playground and building program. Elementary school journal, 24: 434-39, February 1924.

Smith, John F. Home made play-apparatus. Playground, 17: 403-6, October 1923. illus.

Directions are given for making the apparatus illustrated in the article.

Young, H. E. Does the small town need a playground? Playground, 17: 647-48, 673, March 1924. illus.

Discusses the successful management of the playground in the town of Pittsfield, N. H.

SOCIAL ASPECTS OF EDUCATION.

Allport, Floyd Henry. Social psychology. Boston, New York [etc.], Houghton Mifflin company [1924] xiv, 453 p. illus., diagrs. 8°.

The most recent psychological investigation and theory are in this book put at the service of those interested in the study of social relationships. More specifically, two main lines of scientific achievement are treated—the behavior viewpoint and the experimental method.

Bogardus, Emory S. Fundamentals of social psychology. New York and London, The Century co., 1924. xiv, 479 p. 8°. (The Century social science series, ed. by E. A. Ross.)

The author considers interstimulation the very essence of social psychology, and accordingly does not treat social psychology as merely the application of the psychology of the individual to the group. This emphasis upon interstimulation constitutes a new basis for the subject.

Clow, F. R. The rise of educational sociology. *Journal of social forces*, 2: 332-37, March 1924.

Reviews the literature on the subject. Gives bibliography.

Eubank, Earle E. Education for social work, why and how? *Journal of applied sociology*, 8: 164-70, January-February 1924.

Hart, Joseph K. Education by accident. *Survey*, 51: 257-59, 288, December 1, 1923.

Emphasizes the necessity of the reorganization of our social living and its education. Speaks of modern education as being in the "patent medicine" stage.

Martz, Charles E., and Kinneman, John A. Social science for teachers. Boston, New York [etc.], Houghton Mifflin company [1923] xii, 340 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

This is an elementary treatise on the life of people in organized society, presenting in simple form some of the more important present-day social problems, describing briefly the great governmental and social institutions of such society, and pointing out the relation of all these to the problem of education for citizenship in a democracy.

Nichols, Jeanette P. Harnessing college power to promote public welfare in the South. *Journal of social forces*, 2: 45-47, November 1923.

Renwick, Albert. The social status of the schools of Calumet and Portage townships. *Education*, 44: 457-80, April 1924.

Discusses the present social trend of the Calumet and Portage schools, Michigan; specializing the curriculum; school solidarity, etc.

Snedden, David. Can sociology produce new syntheses of educational theory? *Educational administration and supervision*, 10: 173-80, March 1924.

Says that we possess yet only the beginnings of a science of educational aims and values.

Uses of community resources in the junior high school. *Teaching*, 8: 3-27, February 1924.

CHILD WELFARE.

Hart, Hastings H. Child welfare in the District of Columbia; a study of agencies and institutions for the care of dependent and delinquent children. New York, Russell Sage foundation, 1924. x, 150 p. front., plates. 8°.

Mangold, George B. Problems of child welfare. Rev. ed. New York, The Macmillan company, 1924. xviii, 602 p. 12°.

O'Shea, M. V., ed. The child: his nature and his needs. A survey of present-day knowledge concerning child nature and the promotion of the well-being and education of the young. [Valparaiso, Ind.] The Childrens foundation [1924] ix, 516 p. plates, tables. 8°.

This volume comprises contributions from a number of prominent authorities. It aims to sum up and apply what is known regarding the nature and the physical, intellectual, social, and moral needs of childhood and youth.

MORAL EDUCATION.

Bodley, Homer S. The fourth "R." The forgotten factor in education. New York, Chicago, Fleming H. Revell Company [1923] 271 p. 12°.

The fourth "R" is used by the author as standing for Righteousness or Right relations.

Kent, Charles F. Can we fill the gap in modern education? *Educational review*, 66: 251-57, December 1923.

Contents that studies and disciplines that mould character and shape moral ideals and determine conduct must be given a central rather than a secondary place.

Marrs, J. J. Course in moral instruction. *Mississippi educational advance*, 15: 42-45, June 1924.

Gives a list of stories and books, with the author's name, and the moral lesson each teaches.

Marvin, Arthur D. Dishonesty in the American school and its cause. *Education*, 44: 290-98, January 1924.

Discusses cribbing, cheating in examinations, bluffing, pupil at fault, teacher at fault, etc.

McNelly, A. E. Bluffing—a problem in morals. *School and society*, 19: 9-12, January 5, 1924.

McNutt, Walter S. Case study of ethical standards for public schools. *Education*, 44: 393-405, 491-508, March, April 1924.

Discusses suggestive program for direct teaching, student cooperation, etc.

White, A. K. and Macbeath, A. The moral self; its nature and development. With a foreword by A. D. Lindsay. London, E. Arnold & co., 1923. viii. 232 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cook.)

RELIGIOUS AND CHURCH EDUCATION.

Franciscan educational conference. . . . Report of the fifth annual meeting. Cleveland, Ohio, June 28, 29, 30, 1923. vol. v, no. 5. [Cincinnati] The Conference, 1923. 167 p. front. 8°.

Athearn, Walter S. The Indiana survey of religious education: vol. one. The religious education of Protestants in an American commonwealth, by W. S. Athearn, E. S. Evenden, W. L. Hanson, and W. E. Chalmers. New York, George H. Deran company [1923] 580 p. plates, charts, tables. 8°.

This Indiana survey is conducted by the Institute of social and religious research, New York, and directed by Mr. Athearn. The present volume gives a full analysis of the quantity and quality of the religious education of Protestants in the state of Indiana. Because of the methods of analysis and interpretation used in this survey and because Indiana may be said to represent in a general way a large section of the United States, it is believed that this book will be suggestive as regards other states.

Brown, E. H. The life of Christ in the Upper Sandusky high school. *School review*, 31: 704-6, November 1923.

An experiment recounted in a class which voted to spend a period of time left after finishing the required work of a semester, in studying the life of Christ.

Cloyd, D. E. Week-day religious instruction. *Review of reviews*, 69: 188-92, February 1924. illus.

Committee on the war and the religious outlook. The teaching work of the church. New York, Association press, 1923. ix, 309 p. 8°.

This report discusses why the church must be a teacher, how the church should teach, and how organize its teaching, and training by the church for Christian leadership.

Guenther, Adeline. Winning the unchurched boys and girls. A story of what the daily vacation Bible school is doing to win American boys and girls to Christ and His standards of life. *Missionary review of the world*, 47: 33-40, January 1924. illus.

Discusses the development and growth of the vacation Bible schools in the country.

Jacks, L. P. A living universe; three lectures. London, Hodder and Stoughton [1923] 127 p. 12°.

Dr. Jacks, principal of Manchester college, Oxford, Eng., delivered these three lectures during 1923 dealing respectively with the following in a living universe: education and religion, civilization, and immortality. The first two lectures were given for the Hibbert trust; and the third was given to university extension students in Oxford.

MacLean, Donald Alexander. Catholic schools in Western Canada; their legal status. Toronto, The Extension print, 1923. 2 p. l., vi-x p., 2 l., 162 p. 8°.
Thesis (Ph. D.)—Catholic university of America, 1923.

Mummary, Helen E. A program of co-operation for the home and the vacation church school. Religious education, 19: 111-20, April 1924.

Ryan, James H. The proposed monopoly in education. Atlantic monthly, 133: 172-79, February 1924.

Discusses the Sterling-Reed bill for establishing a department of education.

Shepherd, William G. Shall we teach religion in school? Good housekeeping, 78: 21-21, 172-77, February 1924.

The writer says he wants his children taught religion by some one; whether the teacher is Protestant, Catholic, or Jew, nevertheless he wants them taught.

Smith, Cecil D. A unified system of church schools. Sunday school journal, 56: 273-74, 282-83, May 1924.

Squires, Walter Albion. A parish program of religious education; suggestions for a church school designed to carry on a unified system of religious education consisting of a program of leadership training, a program of coöperation with the home, and a central program of information, worship, and expression. With an introduction by Harold McA. Robinson, D. D. Philadelphia, The Westminster press, 1923. 231 p. 12°.

Stetson, Paul C. The administration of week-day schools of religious education. Elementary school journal, 24: 615-20, April 1924.

Discusses the experiment tried in Dayton, Ohio, which has proven a success.

Stidger, William L. Put the Bible back in school. An interview with Henry Ford. Good housekeeping, 78: 83, 240-43, April 1924. illus.

MANUAL AND VOCATIONAL TRAINING.

Eastern arts association. Proceedings, fourteenth annual meeting, Providence, R. I., May 3, 4, and 5, 1923. 136 p. 8°. (Frank E. Mathewson, secretary, Wm. L. Dickinson high school, Jersey City, N. J.)

Contains: 1. W. F. Bates. Training of the art teacher, p. 43-49. 2. A. F. Payne: Some unsolved problems of vocational education, p. 43-67. 3. M. J. Kane. Industrial relations as affected by educational activities, p. 97-105.

English, Horace B. The Antioch plan. Journal of the National education association, 12: 402-4, December 1923.

Furney, Oakley. The place and purpose of the part-time school. Journal of the New York state teachers' association, 11: 59-63, March 1924.

The author thinks that definite training for the many hundreds of types of occupations can best be learned at places of employment rather than in the public part-time schools.

Reim, R. W. A democratic program of vocational education. School and society, 18: 641-45, December 1, 1923.

Leonard, Robert J. The superintendents' opportunity to co-ordinate general and vocational education. *Industrial education magazine*, 25: 271-75, April 1924.

*This discussion, prepared for the Chicago meeting of the Department of superintendence, represents the point of view of thirty-two city superintendents.

McAlmon, Victoria. A study in occupations for classes in community life problems. *Minneapolis public schools, 1923-1924*. [Minneapolis, 1923] 2 p. l., 3-43 p., incl. tables, diags. 8°.

Montana. Department of education, Helena. First year course in Occupations [high school] *High school quarterly*, 12: 134-38, January 1924.

Contains a brief bibliography of books and pamphlets on Occupations, p. 137-38.

Payne, Frank Arthur. A classification of the various aspects of practical education. *Industrial-arts magazine*, 13: 167-69, May 1924.

Defines a number of confusing terms, and arranges them under four general headings: Practical arts, Prevocational, Vocational industrial education, and Vocational industrial training.

Stone, H. E. Vocational education for business. *Educational review*, 67: 31-33, January 1924.

As a stimulant to thought the author asks the question: "Why not a school of commerce, accounts, and finance in every state university in America?"

VOCATIONAL GUIDANCE.

Chapman, J. Crosby. Tests for trade proficiency. *Annals of the American academy of political and social science*, 110: 45-59, November 1923.

Kennedy, Lyrra Harriet. Vocational guidance. *Education*, 44: 250-52, December 1923.

Laird, Donald A. The careers of the college student. *Pedagogical seminary*, 30: 347-57, December 1923.

A study of the careers chosen by college freshmen and seniors and the avowed reasons for their choice. This investigation was made at the University of Wyoming.

McCracken, Thomas Cooke, and Lamb, Helen Etta. Occupational information in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1923] xiv, 250 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The authors believe that vocational guidance should be begun in the kindergarten, and continued through the elementary and higher schools, and have prepared their volume to meet this need. Realizing that large numbers of our pupils leave school at about the sixth grade, they undertake to show what teachers of vocations may accomplish in the schools up to this point.

Monroe, Walter S. . . . Educational guidance in high schools. Urbana, The University of Illinois [1923] 14 p. 8°. (University of Illinois bulletin, vol. xxi, no. 15. Dec. 10, 1923.)

Bureau of educational research. College of education. Educational research circular no. 23.

Moore, Bruce V. A tested method of using tests for vocational guidance. *School and society*, 18: 761-64, December 29, 1923. diags.

Myers, George E. A critical review of present developments in vocational guidance with special reference to future prospects. *Vocational guidance magazine*, 2: 139-42, March 1924.

Payne, Arthur F. Problems in vocational guidance. *School and society*, 19: 394-97, April 5, 1924.

Teops, Herbert A. Tests for vocational guidance of children thirteen to sixteen. New York city, Teachers college, Columbia university, 1923. xii, 159 p. tables (part fold.) 8°. (Teachers college, Columbia university. Contributions to education, no. 136)

Yoakum, C. A. and Bills, Marion A. Tests for office occupations. Annals of the American academy of political and social science, 110: 60-73, November 1923.

"The evidence is clearly against the old method of selection by chance, by hiring and firing, by personal opinion, by individual 'hunches,' etc.

WORKERS' EDUCATION.

Cressman, Luther S. The corporation school; a suggestion concerning education in industry. Journal of social forces, 2: 208-11, January 1924.

A study based on questionnaires sent to various large corporations in the United States.

Hamilton, Walton H. The educational policy of "a labor college." Journal of social forces, 2: 204-8, January 1924.

Discusses the work at Brookwood labor college, Katona, N. Y. Presents an outline of the curriculum.

Pearson, P. H. The European work school. Journal of educational method, 3: 332-35, April 1924.

Says "the work school principles will be most successful in those subjects where the hand work and the brain work may be most naturally and most organically united."

AGRICULTURE.

East, E. M. An academic opportunity. Harvard graduates' magazine, 32: 202-10, December 1923.

Emphasizes the need for a great graduate school of agriculture

Marchal, Em. Higher agricultural education of the future. International review of the science and practice of agriculture, n. s. 1: 265-71, April-June 1923.

Periodical published by the International institute of agriculture, Rome, Italy.

Woodward, Carl R. The curriculum of the college of agriculture. Educational review, 67: 27-31, January 1924.

Says that the curriculum of the college of agriculture within the next decade will move strongly in the direction of the liberal courses as fundamental to the technical.

HOME ECONOMICS.

Bevier, Isabel. Home economics in education. Philadelphia, London [etc.] J. B. Lippincott company [1924] 226 p. 8°. (Books on the home, ed. by B. R. Andrews)

This book considers the evolution of educational ideals, the development of the education of women, and the development of home economics. It is designed not only for teachers and students of home economics, but for all interested in the adjustment of education to modern needs.

Cooley, Anna M. and Reeves, Grace. Some investigations concerning the use of certain home economics information tests. Teachers college record, 24: 374-92, October 1923. illus.

Costanzo, Giulio. The teaching of household management in Italy. International review of agricultural economics, n. s. 1: 543-56, October-December 1923.

Domestic science instruction in the women's training colleges and other schools of Italy.

Cranor, Katherine Taylor. Graduate work in textiles and clothing. *Journal of home economics*, 16: 14-17, January 1924.

Advocates that strong courses in beginning textiles, textile chemistry, textile economics, and industrial and economic history should be required of all clothing students, in order to make a substantial background for graduate work.

Davies, Jessie D. The teaching of domestic science in secondary schools. *Journal of education and School world (London)* 55: 725-27, November 1923.

Conditions in England described.

Roman, Mata. Voluntary supplementary studies in nutrition. *School review*, 31: 777-80, December 1923.

Results obtained in a nutrition class of the University high school of the University of Chicago.

COMMERCIAL EDUCATION.

Jones, Conner Thorne. Teaching business subjects in the secondary school. New York, The Ronald press company, 1924. vii, 307 p. 8°.

PROFESSIONAL EDUCATION.

GENERAL.

Capen, Samuel P. Tendencies in professional education. *Educational record*, 5: 13-27, January 1924.

Delivered before the Association of urban universities, November 1923.

LAW.

Association of American law schools. Handbook . . . and proceedings of the twenty-first annual meeting, held at Chicago, Ill., December 27-29, 1923. 124 p. 8°. (Ralph W. Aigler, secretary-treasurer, University of Michigan, Ann Arbor, Mich.)

MEDICINE.

Begg, Alexander S. Present-day training in medicine. *Boston medical and surgical journal*, 190: 273-77, February 21, 1924.

Emphasizes the various phases of preventative and public medicine, as well as the general curriculum of medical schools.

Bradford, E. H. Medical education fifty years ago. *Boston medical and surgical journal*, 189: 748-62, November 15, 1923.

A critical and historical review of medical education in the United States fifty years ago.

Burton, Ernest D. The business of a university medical school. *Journal of the American medical association*, 82: 844-48, March 15, 1924.

Emphasizes the importance of research on the part of professors and fellows.

Colwell, N. P. The intern problem from the standpoint of medical education. *Journal of the American medical association*, 82: 150-52, January 1924.

— Present needs of medical education. *Journal of the American medical association*, 82: 838-40, March 15, 1924.

Emphasizes more careful selection of instructors, correlation between laboratory and clinical teaching, and the extension of graduate teaching.

Cushing, Harvey. The clinical teacher and the medical curriculum. *Journal of the American medical association*, 82: 841-44, March 15, 1924.

Says that students cannot begin too early in their course to think in terms of the patient.

Du Bois, Eugene F. On certain courses not listed in the medical curriculum. *Science, n. s.*, 59: 53-56, January 18, 1924.

Discusses the curriculum, etc., of the Cornell university medical school.

Fleisher, Abraham. Medical education, 1909-24. Journal of the American medical association, 82: 833-38, March 15, 1924.

Also in Educational record, 5: 75-91, April 1924.

Notes the progress of medical education. Says, however, that as to the clinical side serious defects, lacks, and irregularities are still too numerous.

Hough, Theodore. The age of graduation of medical students. Journal of the American medical association, 81: 1679-83, November 17, 1923.

Says that present standards of medical education cannot be held responsible for late graduation in medical schools. Enumerates factors of late graduation in paper.

Meyer, A. W. Recent assaults on medical education. School and society, 19: 593-99, May 24, 1924.

Discusses the criticism on the present curriculum of the medical schools in the United States.

ENGINEERING EDUCATION.

Society for the promotion of engineering education. Proceedings of the thirty-first annual meeting, held at Cornell university, Ithaca, N. Y., June 20-23, 1923. vol. xxxi. Pittsburgh, Pa., Office of the secretary, 1924. 255 p. front., diagrs. 8°. (F. L. Bishop, secretary. University of Pittsburgh, Pittsburgh, Pa.)

Contains: 1. C. F. Scott: Training for leadership, p. 43-51. 2. I. N. Hollis: Leadership of teachers, p. 80-93. 3. W. C. John: Analysis of attendance at engineering schools, 1921-22 and 1922-23, p. 170-77.

Lyford, Oliver S. The engineer as a leader in industry. Engineering education, 14: 156-83, December 1923.

Shows the interrelationship between the engineering schools and the industries and the need for cooperation of the two organizations interested in the development and successful functioning of leadership in industry.

Saville, Thorndike. Some relations of engineering education to engineering ethics. Engineering education, 14: 459-66, April 1924.

CIVIC EDUCATION.

Chassell, Clara Frances and Chassell, Ella Buckingham. A test and teaching device in citizenship for use with junior high school pupils. Educational administration and supervision, 10: 7-29, January 1924.

Cummins, Robert A. Good citizenship. Peabody journal of education, 1: 221-28, January 1924.

Reports the results obtained from a completion test in good citizenship based upon an empirical analysis of the concept "good citizenship."

Dunn, Arthur W. World civics in the schools. Survey, 51: 205-7, November 15, 1923.

The Junior red cross as an influence in the teaching of "world civics."

Hadow, W. H. Citizenship. Oxford, At the Clarendon press, 1923. xi, 240 p. 12°.

The series of lectures which is here reproduced discusses the development of the civic idea and its bases, the relation between the individual and the state, and the problems of empire and of international relations. One chapter deals with civic education, and its place in schools, universities, and after life.

Hall, Madison. The Declaration of Independence and modern education. Journal of education, 98: 370-72, October 18, 1923.

Haskin, Frederic J. The American government. Rev., enl., illus. Philadelphia and London, J. B. Lippincott company [1923] 484 p. plates. 8°.

Hawes, Ida E. The attendance department—a laboratory of citizenship. School review, 32: 266-75, April 1924.

Describes the work of the attendance department of the Pasadena (Calif.) high school, which was organized two years ago as a distinct administrative unit, and its effect in improving the morale of the pupils. Value in training for self-reliance, citizenship, and leadership.

Howerth, Ira W. The teaching of patriotism. Educational review, 67: 135-40, March 1924.

Discussion of the meaning of patriotism, and how it may best be taught.

Rugg, Earle. Applied citizenship. School and society, 19: 90-94, January 26, 1924.

Says that the "value of school training, in final analysis, will be determined by the efficiency exhibited by adult citizens."

Snedden, David. Can we get good civic education? School and society, 18: 575-80, November 17, 1923.

The writer states that so far as he knows "there is no department of a college, normal school or other agency (with perhaps a single recently founded exception) devoted to the training of teachers of civism or workers in the major field of civic education."

Tildsley, John L. Are our schools successfully preparing for citizenship? School and society, 18: 721-24, December 22, 1923.

Suggests the creed of the high schools of New York city in the matter of training for citizenship and announces the courses they need to carry it out.

Woodburn, James Albert and **Moran, Thomas Francis.** The American community; an elementary text in community civics. New York, Chicago [etc.] Longmans, Green and co., 1924. iv, 455, v-xlviii p. illus. 12°.

AMERICANIZATION.

Howerth, I. W. First aid in Americanization. Education, 44: 237-49, December 1923.

Emphasizes the clear understanding and relative evolution of the principles underlying our form of government as a pre-requisite to Americanization work.

MILITARY AND NAVAL EDUCATION.

Colby, Elbridge. Army officers at civilian colleges. Education, 44: 629-35, June 1924.

Riesenberg, Felix. The school on a ship. Outlook, 136: 24-26, January 2, 1924.

Education in the U. S. Navy for the enlisted men.

REHABILITATION OF DISABLED.

National conference on vocational rehabilitation of civilian disabled, Washington, D. C., 1924. Proceedings . . . held at the Hotel Hamilton, Washington, D. C., February 4-8, 1924. Issued by the Federal board for vocational education, Washington, D. C. Washington, Govt. print. off., 1924. x, 162 p. 8°. ([U. S.] Federal board for vocational education. Bulletin no. 93. Civilian vocational rehabilitation ser. no. 8)

Franz, Shepherd Ivory. Nervous and mental re-education. New York, The Macmillan company, 1923. ix, 225 p. illus., tables. 12°.

The author of this book is director of laboratories, St. Elizabeth's hospital, Washington, D. C., and professor of psychology in George Washington university. He points the way to the rehabilitation of men or children who are crippled either because of nervous or mental disease or injury. The book deals with the cases of those disabled in industry as well as of those who have been injured in war.

EDUCATION OF WOMEN.

- Bernard, Frances F.** The educational program of the American association of university women. *Journal of social forces*, 2: 279-81, January 1924.
- Cowley, Elizabeth B.** A humanized course in mathematics for the first year in a women's college. *Education*, 44: 92-99, October 1923.
- Dunbar, Olivia H.** Women at man-made colleges. *Forum*, 70: 2049-58, November 1923.
 Contends that the typical coeducational college increases the artificial femininity of the women students and the arbitrary domination of the men.
- Gorst, Harold E.** Girls' parliaments: an experiment in education. *Fortnightly review*, 195: 708-20, May 1924.
- Kingsley, Florence Morse.** The life of Henry Fowle Durant, founder of Wellesley college. New York and London, The Century co. [1924] 354 p. front. (port.) plates. 8°.
- Matzke, Edith H.** A study of the voluntary health program of the women students of the University of Missouri. *Journal of social hygiene*, 10: 89-101, February 1924.
- Newcomer, Mabel and Gibson, Evelyn S.** Vital statistics from Vassar American journal of sociology, 29: 430-42, January 1924.
 Statistics show that approximately 60 per cent of Vassar alumnae marry. This proportion is increasing and the interval between graduation and marriage is decreasing.
- Peixotto, Jessica B.** The case for coeducation. *Forum*, 70: 2059-66, November 1923.
 Argues for coeducational colleges. Says that only through the discipline gained by studying side by side with men can women hope to hold their own when they leave college.
- Rice, Richard A.** Does college educate girls. *Educational review*, 66: 195-98, November 1923.
 Asks the question: "Does the standard liberal education educate girls?" Women as compared with men are elusive, temperamental, fanciful, individual. "How then," says the writer, "can education, the standard thing, man's long tradition, suit this temperamental versatility?"
- Rogers, Agnes L.** The intelligence of women graduates of colleges of liberal arts entering the teaching profession. *School and society*, 19: 201-2, February 16, 1924.
- Seelye, L. Clark.** The early history of Smith college, 1871-1910. Boston and New York, Houghton Mifflin company [1923] ix, [1] 242 p. front. (port.) plates. 12°.
- Smithies, Elsie M.** The qualities essential to a dean of girls. *School review*, 32: 203-8, March 1924.
 A study based on the opinions of several hundred individuals of different ages and interests.
- Sturtevant, Sarah M.** The qualifications and preparation of deans of women. *Teachers college record*, 25: 179-87, May 1924.
 An address before the teacher-training section of National association of deans of women, February 27, 1924.

NEGRO EDUCATION.

- Favrot, Leo M.** Negro school attendance. *Southern workman*, 53: 9-13, January 1924.
 Emphasizes the poor attendance in Negro schools of the South.
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Ottermann, Charles. A unique negro school. *Southern workman*, 53: 213-19, May 1924.

Describes the work of the Harriet Beecher Stowe school of Cincinnati, Ohio.

EDUCATION OF THE DEAF.

Compulsory education of the deaf. *Volta review*, 26: 77-80, February 1924.

Gives states which have compulsory education laws that apply to the deaf, etc.

Pittinger, Dr. How to improve the industrial training in schools for the deaf. *American annals of the deaf*, 59: 234-49, May 1924.

Samuelson, Estelle E. Employment services for the deafened. *Volta review*, 25: 488-98, November 1923.

Tabular statement of American schools for the deaf, October 20, 1923. *American annals of the deaf*, 69: 2-22, January 1924.

The same number includes a list of American instructors of the deaf, with their addresses.

Wright, John D. Schools for the deaf in France. *Volta review*, 26: 273-78, June 1924.

EXCEPTIONAL CHILDREN.

Bixby, Herbert D. A case for the education of the gifted. *Educational review*, 66: 258-59, December 1923.

A plan for the super-training of the gifted child.

Organizing classes for gifted children. *Educational review*, 67: 196-99, April 1924.

Discusses the organization of classes for gifted children in Cleveland, Ohio.

Blanchard, Phyllis and Paynter, Richard H. The problem child. *Mental hygiene*, 8: 26-54, January 1924.

A study based on the examination of 500 school children who were considered problems at home or at school. Almost twice as many boys as girls were found in the problem group. Advocates social and psychiatric studies of pupils.

Campbell, C. Macfie. The nervous child. *School and society*, 18: 291-97, October 6, 1923.

Read before the Harvard teachers' association, April 28, 1923.

Coy, Genevieve Lenore. The interests, abilities and achievements of a special class for gifted children. New York city, Teachers college, Columbia university, 1923. 3 p. l., 194 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 131)

A detailed account of a class for gifted children which was held in Columbus, Ohio. The final chapter makes suggestions for further experimentation in the field of the education of the gifted, and a full bibliography is included.

Fernald, Walter E. The subnormal child. *School and society*, 18: 397-406, October 6, 1923.

Sums up in four points: 1, Early recognition of every defective child; 2, Education suited to each child's needs and capacity; 3, Long-continued industrial and vocational training; 4, Social service during the school life of the child.

Freeman, Frank N. The treatment of the gifted child in the light of scientific evidence. *Elementary school journal*, 24: 652-61, May 1924.

Says that from the point of view of intellectual adjustment, acceleration accomplishes both the saving of time and the enrichment of the instruction.

French, W. C. A plan of organization for taking care of bright pupils. *Elementary school journal*, 24: 103-8, October 1923.

An account of grouping by the use of mental tests, in the schools of Drumright, Okla.

Horn, John Louis. The education of exceptional children; a consideration of public school problems and policies in the field of differentiated education. New York and London, The Century co., 1924. xvi, 343 p. diags. 8°. (The Century education series)

Bibliography at end of most of the chapters.

Johnson, O. J. Solving the problems of gifted children by means of the special class. *American school board journal*, 67: 41-43, November 1923.

Mateer, Florence. The unstable child; an interpretation of psychopathy as a source of unbalanced behavior in abnormal and troublesome children. New York, D. Appleton and company [1924] xii, 471 p. tables, diags. 12°.

The thesis of this volume is that wrong mental function, or psychopathy, explains why a child acts erratically when heredity, environment, physical condition, and education give no clue to his behavior. Mental quality in a child may be deficient, while his quantity of intelligence is normal or above.

O'Flaherty, William. A study of the average child in school districts 17 and 18, City of New York. Assisted by a committee of principals in school districts 17 and 18. [New York city, 1923] 32 p. incl. tables. 8°.

Pechstein, Louis A. Factors influencing the school success of the blind. *School and society*, 19: 47-52, January 12, 1924. tables.

— Handling the superior child. *Educational administration and supervision*, 10: 1-6, January 1924.

Stedman, Lulu M. Education of gifted children. Yonkers-on-Hudson, N. Y., World book company, 1924. viii, 192 p. diags., tables. 12°. (Measurement and adjustment series, ed. by L. M. Terman.)

In the training department of the Southern branch of the University of California at Los Angeles, formerly the State normal school, there is a department called the opportunity room for the training of gifted children, which was organized by the author of this book. She here describes her work with this special class, both in general and in relation to a number of individual cases.

Three problem children; narratives from the case records of a child guidance clinic. New York, Joint committee on methods of preventing delinquency [1924] 146 p. 8°. (Publication no. 2)

Here are published the narratives of three children who presented problems of conduct, in order to give some indication of the assistance offered by modern science to those seeking to understand such cases and to guide them into normal development. Psychiatry offers a new approach to the handling of children who are delinquent, or maladjusted, or unhappy. A general discussion of the three cases is contributed to the volume by Prof. Henry C. Morrison, of the University of Chicago.

Wallace, Dorothy. Problem of the quasi-delinquent in the school. *Mental hygiene*, 8: 115-65, January 1924.

Says that the visiting-teacher movement in the schools is one that is bound to act as a powerful force against delinquency. Discusses the clinical work in different cities in regard to the maladjusted

EDUCATION · EXTENSION.

Draper, William H. University extension; a survey of fifty years 1873-1923. Cambridge, University press, 1923. vi, [1] 155 p. 12°.

Haldane, E. S. Adult education in rural districts. *Nineteenth century*, 95: 609-16, April 1924.

Conditions in England described.

Hill, Robert T. The present status of education for adults. *Educational review*, 66: 201-4, November 1923.

Thinks that many of the forms of adult education now in vogue, under personal or private or institutional initiation and auspices, will eventually become part of an extending public program of adult education.

Johnson, Franklin W. The educational activities of the Young men's Christian association in New York city. Teachers college record, 35: 124-33, March 1924.

Result of study showing a work of surprisingly wide scope in the education of adult men.

Keller, Franklin J. What the continuation school does for boys and girls. American review, 2: 182-89, March-April 1924.

The continuation school commands consideration as an institution functioning independently to prepare the pupil for life itself.

Mansbridge, Albert. The older universities of England, Oxford and Cambridge. London, Bombay [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

This account of the Universities of Oxford and Cambridge is written from the standpoint of one who has not studied in these institutions, but who has given much attention to the "extra-mural" work, designed to extend their advantages to the many working men and women who possess an interest in, and a capacity for, scholarship and advanced thought.

Massachusetts child labor committee, inc. The continuation schools of Massachusetts. A study made by the Massachusetts child labor committee inc., January, 1924. [n. p., 1924] cover-title, 31 p. illus. 8°.

Orchard, Hugh A. Fifty years of chautauqua; its beginnings, its development, its message and its life. Cedar Rapids, Ia., The Torch press, 1923. 313 p. 12°.

Wellemeyer, J. F. A typical public evening school. School review, 32: 300-6, April 1924.

Survey of an evening school at Quincy, Ill., which was organized in the fall of 1917. The curriculum is determined by the students themselves and has a definite relation to daily occupations and needs.

Winslow, Leon L. The museum and the school. School arts magazine, 23: 387-95, March 1924.

The treasures of an art museum are for use in education no less than in recreation. There should exist an intimate contact between the museum and the school.

LIBRARIES AND READING.

Barnes, Walter. The children's poets. Analyses and appraisals of the greatest English and American poets for children, for use in normal schools, library schools, and homes. Yonkers-on-Hudson, N. Y., World book company, 1924. vii, 264 p. 8°.

Fourteen of the most significant poets who have written for children are discussed at length in this volume, and brief analyses of sixteen minor poets are included.

Certain, C. C. The elementary school library defined in terms of book conservation and library service. Elementary school journal, 24: 357-64, January 1924.

Says that no school can reach its highest efficiency until it provides for the systematic and broad use of reading materials which the presence of a trained librarian insures.

Connecticut. State board of education. A manual for secondary school libraries. Hartford, Conn., State board of education [1923] vi, 45 p. 8°.
(High school bulletin 3. Ser. 1922-1923)

Fargo, Lucile F. "Seventeen" and the reference librarian. Educational review, 67: 146-49, March 1924.

Discusses the work of the librarian in high school libraries, with and for the students of seventeen years of age, and their problems.

Hughes, Frances M. A survey of the reading interests of the pupils of the Madison, Wis., high school. Education, 44: 437-48, March 1924.

Study based on examination of 1,500 children. Gives lists of pupils' favorite books.

MacLeod, Robert D. County rural libraries; their policy and organization. With a foreword by W. G. S. Adams. London, Grafton & Co.; New York, The H. W. Wilson Co., 1923. 3 p. l., 9-922 p. illus. 12°.

Matson, Charlotte. Books for tired eyes. A list of books in large print. Chicago, American library association, 1923. 40 p. 8°.

The books listed here "are all printed in 12 point type, or larger, and none have been chosen that are not well spaced and clearly printed."

The Pierpont Morgan library. Library journal, 49: 215-20, March 1, 1924. illus.

Yust, William F. Library legislation in 1923. Library journal, 49: 63-71, January 15, 1924.

"This review is based on actual examination of the printed laws, supplemented by correspondence with library agencies of all states."

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Appreciation of pictures; compiled by Bertha Y. Hebb. Washington, Government printing office, 1923. 15 p. (City school leaflet no. 13)

Bibliography of all-year schools and vacation schools in the United States; by Florence Savannah Webb. Washington, Government printing office, 1923. 15 p. (Library leaflet no. 23)

Biennial survey of education. 1918-20. Statistics. Washington, Government printing office, 1923. 597 p. 8°. (Bulletin, 1923, no. 29)

A biennial survey of public school finance in the United States, 1920-1922; by Fletcher Harper Swift. Washington, Government printing office, 1923. 34 p. tables. 8°. (Bulletin, 1923, no. 47)

Advance sheets from the Biennial Survey of Education in the United States. 1920-1922.

Child health program for parent-teacher associations and women's clubs; by Lucy Wood Collier, revised by Harriet Wedgwood. Washington, Government printing office, 1924. 21 p. illus. 8°. (Health education no. 5)

The consolidated schools of Bernalillo County, New Mexico; by A. Montoya. Washington, Government printing office, 1924. 8 p. (Rural school leaflet no. 22)

Consolidation of schools and transportation of pupils; by J. F. Abel. Washington, Government printing office, 1923. 135 p. illus. 8°. (Bulletin, 1923, no. 41)

The continuing need for teachers of child health; by Dorothy Hutchinson and Harriet Wedgwood. Washington, Government printing office, 1924. 18 p. (Health education no. 16)

The cooperative education association of Virginia; by George W. Guy. Washington, Government printing office, 1924. 23 p. illus. 8°. (Bulletin, 1923, no. 53)

Educational directory, 1924. Washington, Government printing office, 1924. 191 p. 8°. (Bulletin, 1924, no. 1)

Educational hygiene; by Willard S. Small. Washington, Government printing office, 1923. 36 p. tables. 8°. (Bulletin, 1923, no. 33)

Educational research; by Bird T. Baldwin, assisted by Madorah Smith. Washington, Government printing office, 1923. 76 p. 8°. (Bulletin, 1923, no. 42)

Advance sheets from the Biennial Survey of Education, 1920-1922.

Educational surveys; by Edward Franklin Buchner. Washington, Government printing office, 1923. 44 p. 8°. (Bulletin, 1923, no. 17)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

Educational tests; by Stephen S. Colvin. Washington, Government printing office, 1924. 28 p. 8°. (Bulletin, 1923, no. 57)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

An evaluation of kindergarten-primary courses of study in teacher-training institutions; by Nina C. Vandewalker. Washington, Government printing office, 1924. 44 p. 8°. (Bulletin, 1924, no. 3)

Free textbooks for public-school pupils; by William R. Hood. Washington, Government printing office, 1924. 14 p. 8°. (Bulletin, 1923, no. 50)

Games and other devices for improving pupils' English; compiled by W. W. Charters and Harry G. Paul. Washington, Government printing office, 1923. 88 p. 8°. (Bulletin, 1923, no. 43)

Hampton normal and agricultural institute. Its evolution and contribution to education as a federal land-grant college; prepared under the direction of Walton C. John. Washington, Government printing office, 1923. 118 p. illus. 8°. (Bulletin, 1923, no. 27)

Health promotion in a continuation school; by Harriet Wedgewood. Washington, Government printing office, 1924. 25 p. illus. 8°. (School health studies no. 5)

How the kindergarten prepares children for primary work; by Mary G. Waite. Washington, Government printing office, 1924. 6 p. (Kindergarten circular no. 15)

Industrial schools for delinquents, 1921-22. Prepared by the Division of statistics of the Bureau of education, under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 22 p. 8°. (Bulletin, 1924, no. 2)

Advance sheets from the Biennial Survey of Education, 1920-1922

List of bulletins of the Bureau of education. 1906-1922. With index by author, title, and subject; by Edith A. Wright. Washington, Government printing office, 1923. 52 p. 8°. (Bulletin, 1923, no. 35)

Municipal and school playgrounds and their management; by J. F. Rogers. Washington, Government printing office, 1924. 22 p. (School health studies no. 6)

New order in educational cooperation; by Margaretta Wills Reeve. Washington, Government printing office, 1924. 7 p. (Home education circular no. 4)

Outline of education systems and school conditions in Latin America; by George W. A. Luckey. Washington, Government printing office, 1923. 111 p. tables. 8°. (Bulletin, 1923, no. 44)

Recent advances in instruction in music; by Will Earhart and Charles N. Boyd. Washington, Government printing office, 1923. 21 p. 8°. (Bulletin, 1923, no. 20)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

Rural education; by Katherine M. Cook. Washington, Government printing office, 1923. 35 p. 8°. (Bulletin, 1923, no. 36)

Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.

Salaries of country teachers in 1923; by Alex Summers. Washington, Government printing office, 1924. 29 p. (Rural school leaflet no. 24)

- Schools and classes for feeble-minded and subnormal children, 1922; prepared by the Division of statistics of the Bureau of education under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 22 p. 8°. tables. (Bulletin, 1923, no. 59)
- Schools and classes for the blind, 1921-22; prepared in the Division of statistics, Bureau of education, under the supervision of Frank M. Phillips. Washington, Government printing office, 1923. 12 p. tables. 8°. (Bulletin, 1923, no. 51)
- Advance sheets from the Biennial Survey of Education in the United States, 1920-22.
- Schools for the deaf, 1921-22; prepared in the Division of statistics of the Bureau of education under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 29 p. 8°. (Bulletin, 1923, no. 52)
- Secretarial training. Report of the National conference held at the College of secretarial science of Boston university, October 27, 1923. Prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 33 p. 8°. (Bulletin, 1924, no. 12)
- Statistics of kindergartens, 1921-22; prepared by the statistical division of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 7 p. 8°. (Bulletin, 1923, no. 58)
- Advance sheets from the Biennial Survey of Education in the United States, 1920-1922.
- Statistics of private high schools and academies 1921-22. Prepared by the Statistical division of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 53 p. 8°. (Bulletin, 1923, no. 60)
- Advance sheets from the Biennial Survey of education in the United States, 1920-1922.
- Statistics of state universities and state colleges for the year ended June 30, 1922; prepared in the Division of statistics. Washington, Government printing office, 1923. 16 p. 8°. (Bulletin, 1923, no. 49)
- A study of distinguished high-school pupils in Iowa; by Charles Deich and Elmer E. Jones. Washington, Government printing office, 1924. 58 p. tables. (Bulletin, 1923, no. 46)
- Suggestions for a program for health teaching in the high school; by Dorothy Hutchinson. Washington, Government printing office, 1923. 40 p. tables, diagrs. 8°. (Health education, no. 15)
- Suggestions for consolidating the rural schools of Beaufort County, North Carolina (a digest of the report); by Katherine M. Cook and E. E. Windes. Washington, Government printing office, 1923. 23 p. tables. 8°. (Bulletin, 1923, no. 48)
- Suggestions on art education for elementary schools. Report of an illustrated paper read before the American federation of arts, St. Louis, Mo., May 24, 1923; by Jane Betsy Welling. Washington, Government printing office, 1923. 18 p. illus. 8°. (Industrial education circular no. 21)
- Survey of the schools of Alexandria, Virginia. Washington, Government printing office, 1924. 62 p. 8°. (Bulletin, 1923, no. 56)
- Taxpaying as a lesson in citizenship; by Macy Campbell. Washington, Government printing office, 1923. 8 p. (Rural school leaflet no. 21)
- Training courses in consolidation of schools and transportation of pupils; by J. F. Abel. Washington, Government printing office, 1924. 6 p. (Rural school leaflet no. 23)